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ABSTRACT

This unit, which contains student materials and teacher's guide, is designed to teach second grade students to count change using pennies, dimes, and nickels. Instructions for students are on a teacher-made taped cassette. A read-along story introduces the unit. Section I reviews money signs and symbols that students need to recognize. Activities include matching the coin with its value and identifying coins and their value from a worksheet. In Section II, students calculate the amount of money shown by groupings of coins, count change contained in a piggy bank drawing, play ten-cent and fifteen-cent search games similar to a word search game, count money in drawings of pockets, and work a puzzle by matching coins with the correct amount of money. The teacher's guide includes objectives, special instructions, reproducible pre- and posttests and worksheets with keys, and lists materials needed. Approximate time for the unit is four to six hours. (KC)

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# TEACHER'S GUIDE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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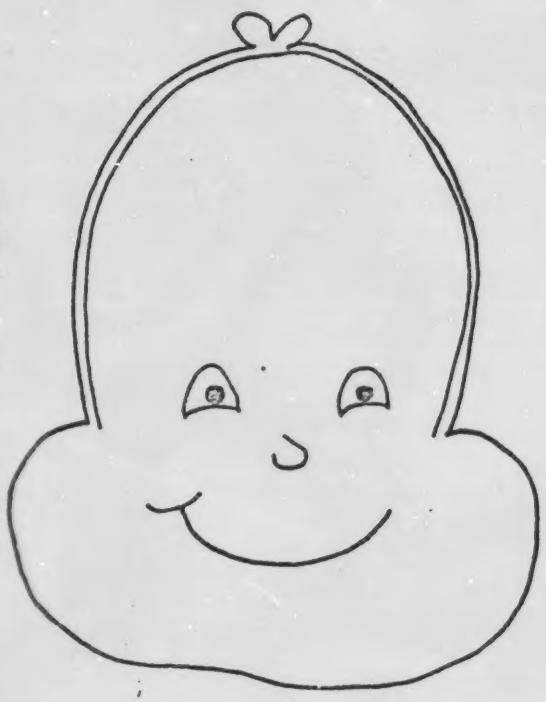
## How Much "Cents" Does Your Money Make?



## Percy Purse

Written by
Dee Shell
Cynthia Estes, Consultant
for
Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

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PACKAGE RESUME

Title: How Much "Cents" Does Your Money Make?
Author: Dee Shell
Consultant: Cynthia Estes
Grade Level/Subject: Second Grade Math
Publication Date: June 1980

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This capsule was designed for use by second grade students. The activities in the first section review the values and identification of the penny, the nickel and the dime. The second section teaches the child to count change using these three coins.

The capsule contains a variety of activities to help the child practice the skills that he/she is learning. There are worksheets, teacher-made games and tapes to accompany the capsule. The capsule could easily be adapted to a learning center using Percy Purse as its theme.

The material in the capsule is designed to take the average student from four to six hours to complete. There are no commercially made materials required for the completion of the capsule, though they could be used if they are available. This capsule may also be used in conjunction with other Project COST capsules on using and counting money.

## OBJECTIVES

Upon completion of this capsule the student will be able to:

identify a nickel and its value.
identify a penny and its value.
identify a dime and its value.
count change using combinations of pennies, nickels and dimes.

## SPECIAL INSTRUCTIONS

This capsule is divided into two sections. The first is a review section. The purpose of this section is to help the student to recall what he/she may already know.

Before taking the pre-test, the student should work review activities 1-4. This will help him get his thoughts together and be thinking "money".

After taking the pre-test, should he/she miss the questions dealing with coin recognition and values, the student can continue working the review activities. However, if the student does not miss those questions, he/she need not do the rest of the activities in the review section.

If you have students that have had very little exposure to money, you may want them to to work other capsules that are available that deal more extensively with the coins and their values.

## MATERIALS NEEDED FOR SECTION 1

tape recorder
pencils
copies of worksheets
dime
nickel
penny
} real money
scissors
glue

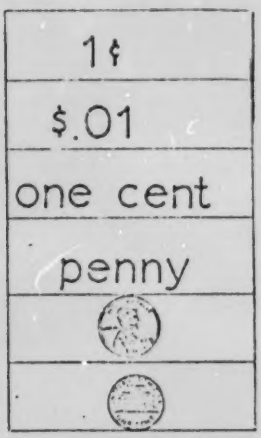
## SECTION 1 ACTIVITIES

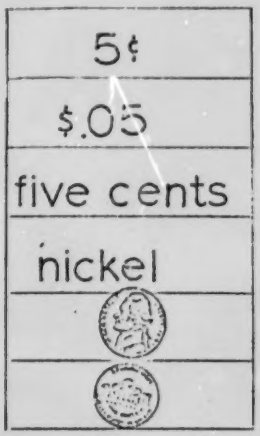
Activity 1: Match Up (cards and real coins)

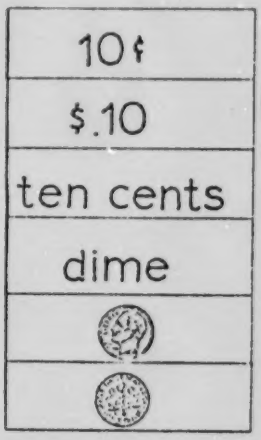
This activity does not teach, and is not intended to. It is an activity designed to review the signs, symbols, etc. that students will need to recognize in order to succeed in the capsule.

On the table in front of them, the students should line up (or make sets of) those cards that go with the penny, the nickel and the dime.

When they finish they can turn the cards over to check answers. Code the cards on the back to make the activity self checking. All dime cards could have a blue dot, all nickel cards a red dot, etc.



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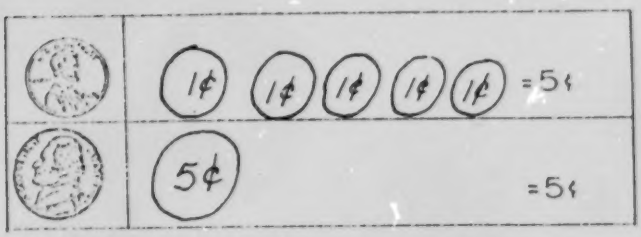
Activity 2: How Much Is a Nickel (worksheet, pencil, nickel, penny)

The purpose of this activity is to show the value of the nickel. The box on the left of the worksheet shows what coins to use. Students use the real coin to trace around to show how many coins they need to make five cents. They are to write the value of the coin inside the circle that they make. An answer key is shown below.

Review Activity #2 Name key
How Much Is a Nickel?

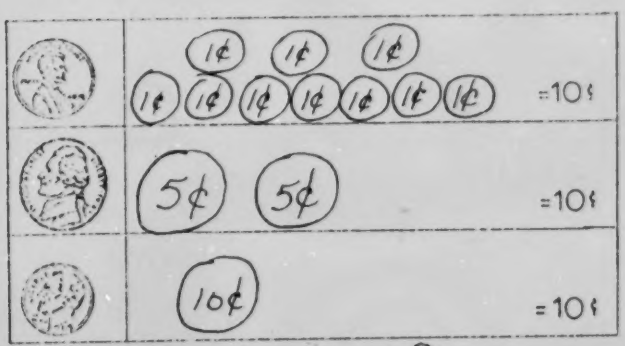
Materials needed: pencil, nickel, and a penny
DIRECTIONS: Draw the number of coins needed to make five cents. Use the coin shown in the box at the left and draw around it. Write the value of each coin in the circle that you drew.




Activity 3: How Much Is a Dime? (worksheet, dime, nickel, penny, pencil)

This activity is the same as activity 2, but works with the value of the dime. An answer key is shown below.

Review Activity #3 Name key
How Much Is a Dime?
Materials needed: pencil, nickel, dime and a penny
DIRECTIONS: Draw the number of coins needed to make ten cents. Use the coin shown in the box at the left and draw around it. Write the value of each coin in the circle that you drew.



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Activity 4: Which Will It Buy? (worksheet, scissors, glue)

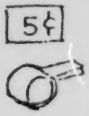
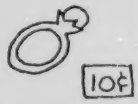
This activity deals with the values of the three coins, however, there are no pictures of the coins. The activity uses the coin names. The student cuts the strips from the bottom of the page and glues them under the appropriate picture to show which items can be bought with the coins named. An answer key is shown below.

Review Activity #4
Which Will It Buy?

Name key

Materials needed: scissors, glue

Cut of the strips at the bottom of the page and paste the strips in the correct box to show the same amounts.

|   | |   |
|---|---|---|
| five pennies<br><br>one nickel | one penny | ten pennies<br><br>two nickels<br><br>one dime<br><br>five pennies and 1 nickel |

When students have finished these four activities, they are ready to take the pre-test. The rest of the activities in the first section may be used if students do poorly on the pre-test and need more practice with coin recognition and their values.

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How Much "Cents" Does Your Money Make?

Pre-test

Name key Date _____

Match the coins below with the word that names each one. Write the letter that names the coin in the space beside the coin.

1. c
2. d
3. a

a. dime
b. cents
c. nickel
d. penny

Here are some coins. Match the coin with its value. Write the letter of the value in the space beside the coin.

4. d
5. b
6. a

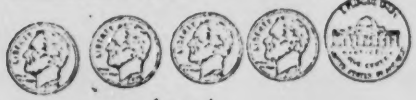
a. $.01
b. 10¢
c. a dime
d. five cents

How Much "Cents" Does Your Money Make? (Pre-test Cont.)

Count the change in each of the items below. Write the amount of money that is shown on the line below the coins.

7.
23¢

8.
11¢

9. 
45¢

10.
27¢

Activities 5, 6, 7: Money Patterns (worksheets, crayons)

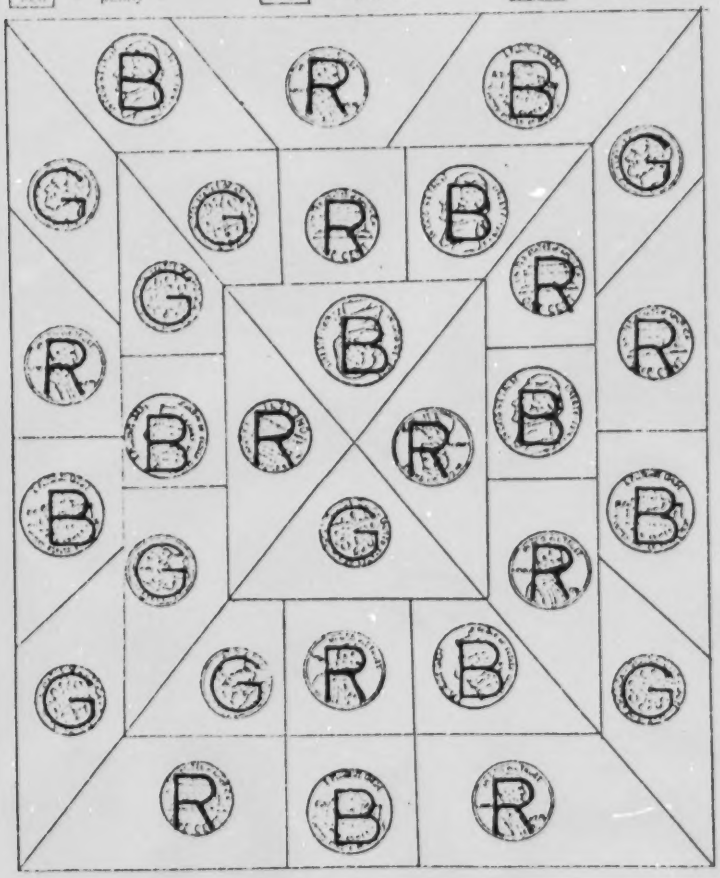
These activities are for coin recognition--back and front of the nickel, penny and dime. You may want to display some of the worksheets when all of the students have finished. Keys to these activities are on this page and on the following page.

Review Activity #5 Name key

Money Patterns 1

DIRECTIONS: Use the following key to color in the spaces.

Red = penny Blue = nickel Green = dime



Review Activity 16

Name key

Money Patterns 2

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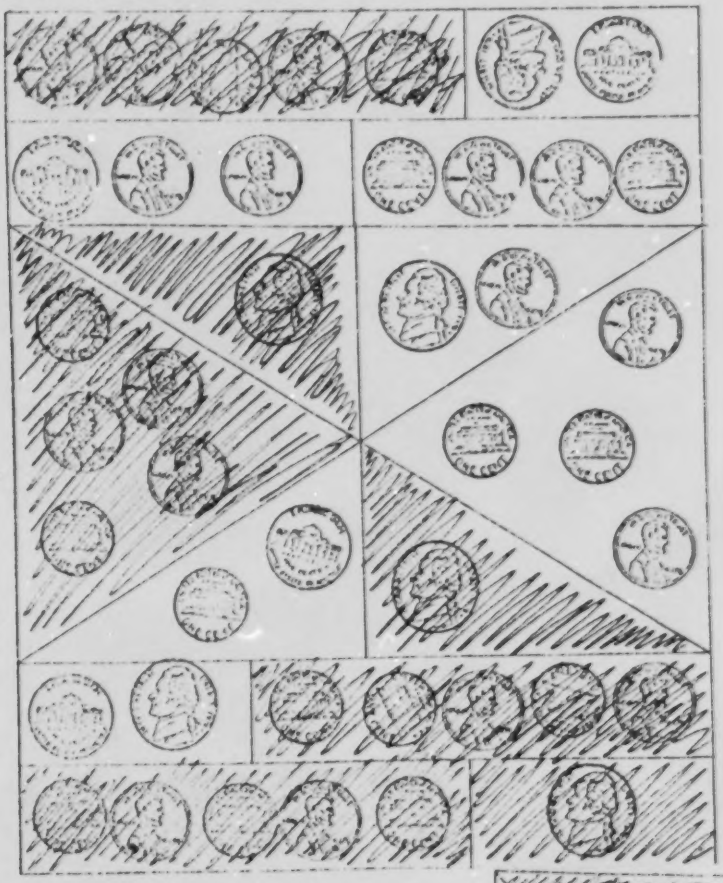
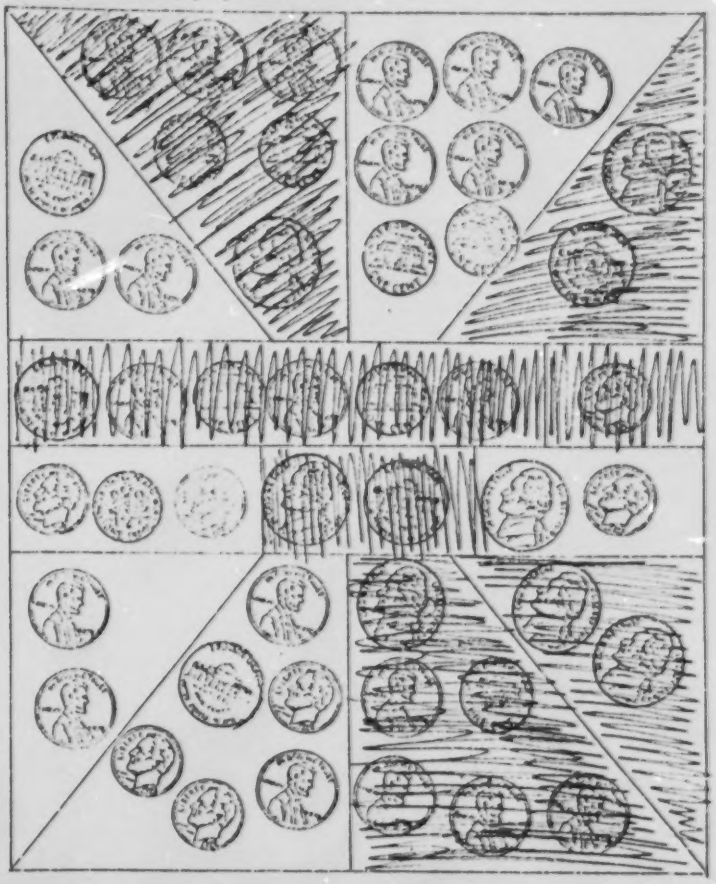
DIRECTIONS: Color all of the spaces that show the value of a nickel.





Name key

e spaces that show the value of a dime.



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Activity 8: Percy's Eyes for Money (tagboard, paper fasteners, coin stamps)

Glue the pattern for Percy that is found in the appendix of this guide onto a sheet of tagboard. Glue the four wheels onto tagboard, too. Cut out each of these items (You may wish to laminate them first). Cut out the holes for Percy's eyes. Punch holes in the centers of each of the four wheels and in the marked spots on Percy. Put one of the pairs of wheels behind Percy and place the paper fasteners through the holes. The student turns the wheels so that the amounts will match.

The student uses only the set that he/she needs. However, the sets can be interchanged. You can use the coin faces and the symbols so that one eye will show the tail side of a nickel and the other eye will show 5¢ or $.05.

Self Checks 1, 2, 3 (worksheets and crayons)

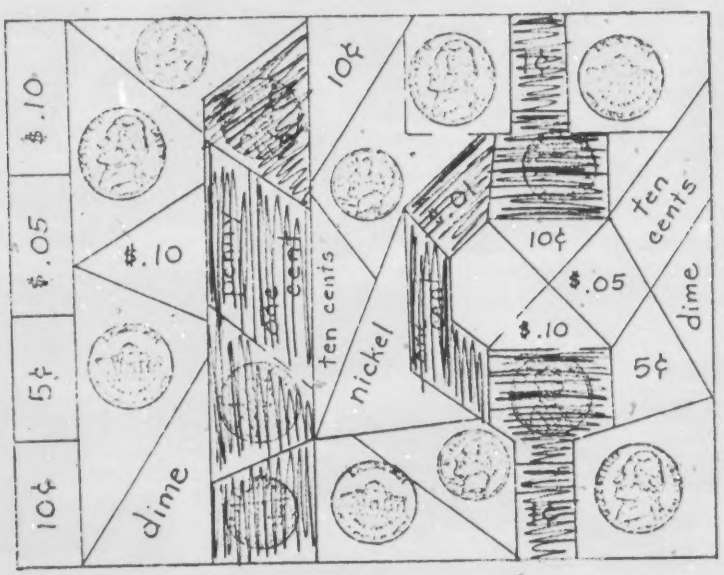
If a student had to work through this review section, this activity will be his/her guide to know that he understands now what he didn't know before.

Self Check #1 deals with pennies. Students are to color those sections that deal with a penny. When the activity is finished, the design will show "1¢" if done correctly (see key below).

Self Check #1
Do You Know Your Cents?

Name key

DIRECTIONS: Color brown all the shapes that show a penny or its value.

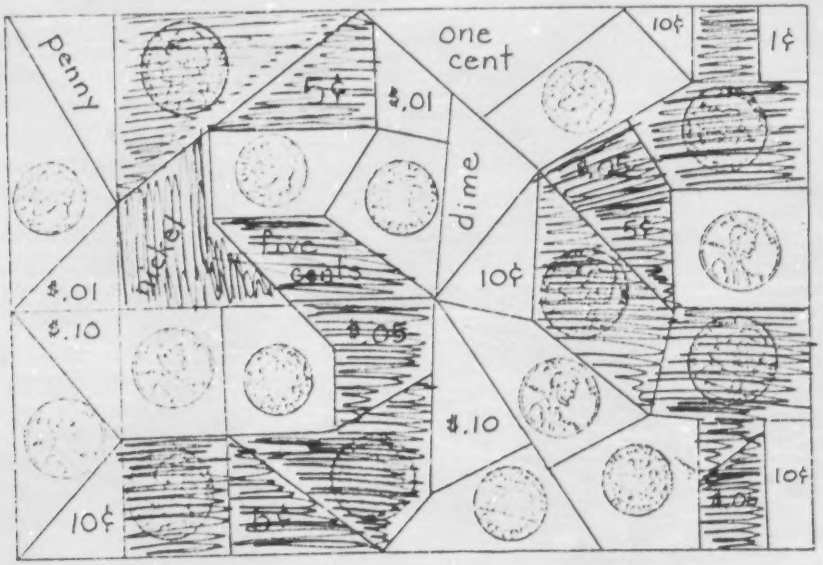


Self Check #2 deals with the nickel. When the activity is finished, the design will show "5¢" if done correctly (see key below).

Self Check 2 Name key

Do You Know Your Cents?

DIRECTIONS: Color red all the shapes that show a nickel or its value.

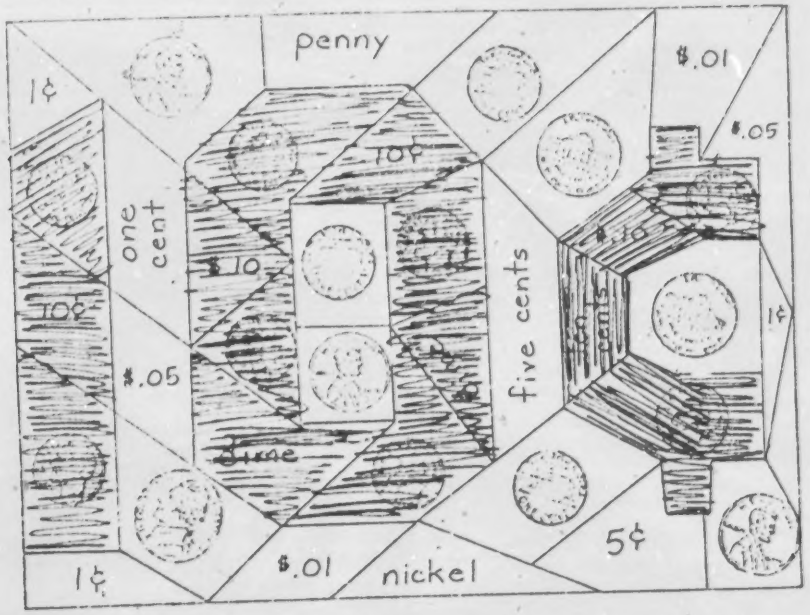



Self Check #3 deals with a dime. When finished, the design will show "10¢" if done correctly (see key below).

Self Check 3 Name key

Do You Know Your Cents?

DIRECTIONS: Color blue all the shapes that show a dime or its value.



## MATERIALS NEEDED FOR SECTION 2

pencils
copies of worksheets
tagboard
felt markers
envelopes
crayons
glue

## SPECIAL INSTRUCTIONS

Try Out Time: Worksheet #9 (worksheet and pencil)

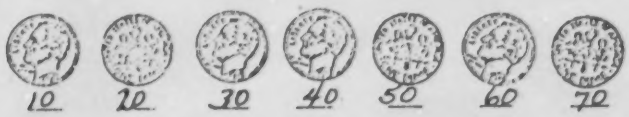
This activity will let you know if students can count groups of nickels, groups of pennies and groups of dimes. Students who have difficulty with this activity should have some additional help from the teacher or aide before continuing in the capsule. A key to the worksheet is shown below.

Activity #9 Name key
Worksheet #9
How Many Cents Do I Have?

DIRECTIONS: Count the coins. As you count, write the numbers under the coins on the lines.

= 11 cents

= 25 cents




15 = 70 cents

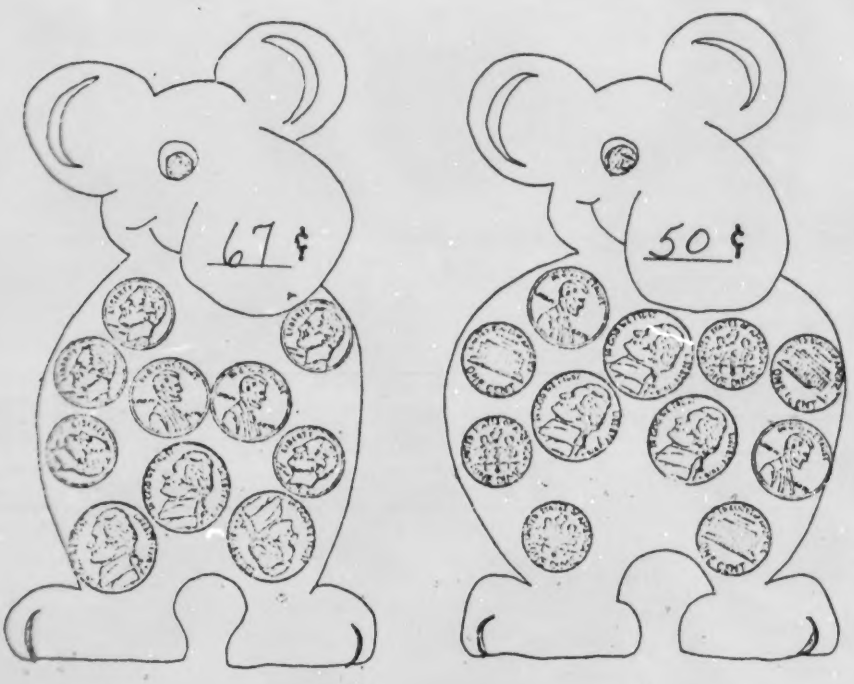
Activity 11 and Activity 12 are required activities.

Activity 10: Counting Mixed Change (worksheet and pencil)

In this activity students practice counting mixed change of pennies, nickels and dimes. The worksheet is self checking, so no key is included here.

Activity 11: Worksheet #11 (worksheet, pencil, crayons)

The student is to count the money in each bank. Then he/she is to color the banks. A key is provided below.




Activity #11
Worksheet #11

Name _____

DIRECTIONS : Count the change in the banks. Write the amount in the animal's nose. Color the bank with the most money.

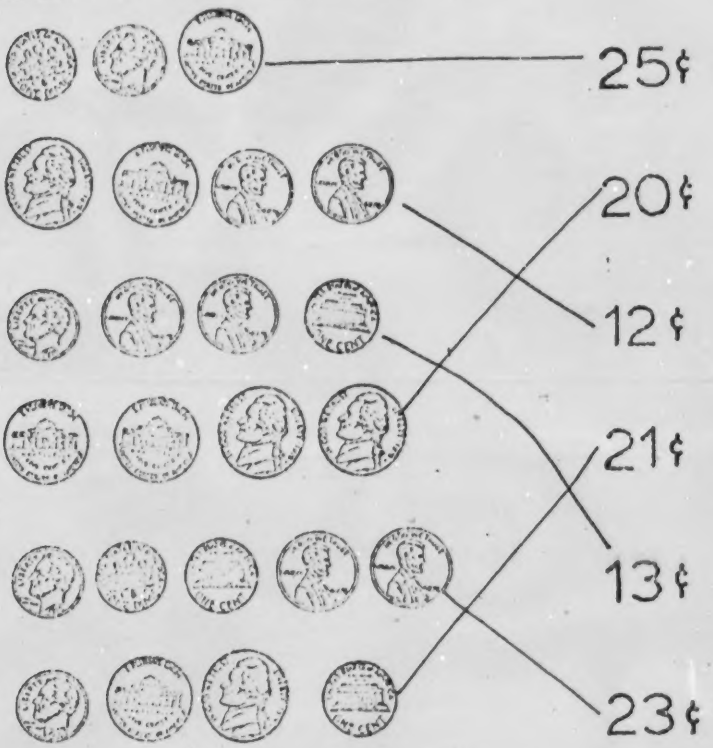
The student is directed to complete five of the next six activities.

Activity 12: Change Matching (worksheet and pencil)

This activity may also be glued to the inside of a file folder. Paper fasteners may be placed beside each item. The student may connect the items by stringing yarn between the correct pairs. An answer key is provided below.

Activity #12 Name key
Change Matching

DIRECTIONS: Draw lines to connect the like values.



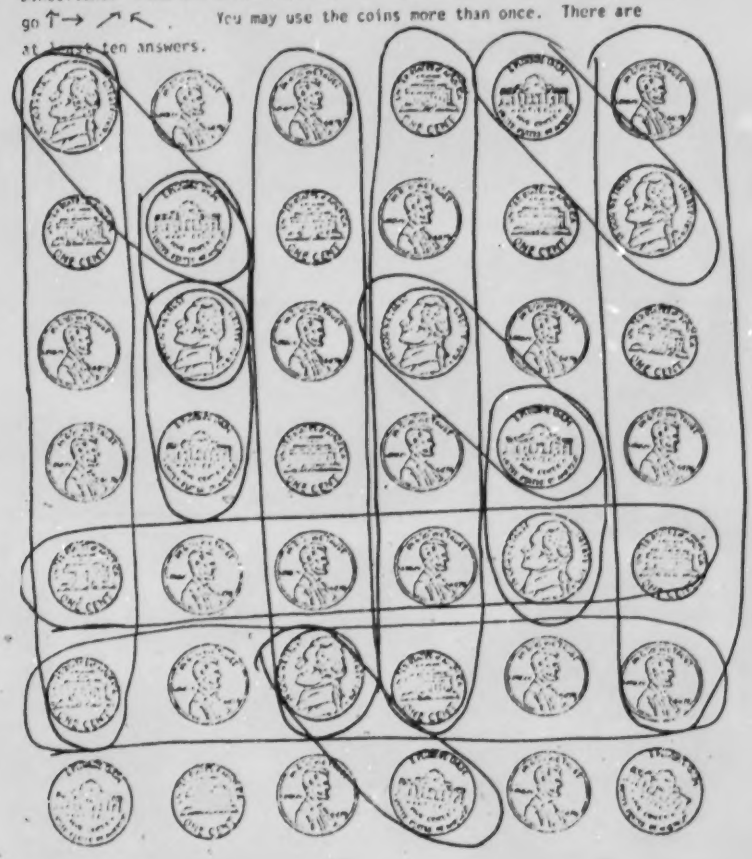
Activity 13: Ten Cent Search

This activity is completed by having the student circle groups of coins that equal ten cents. A key is shown below.

Activity #13
Ten Cent Search

Name key

DIRECTIONS: Find the coins that will add up to ten cents. They may go ↑ → ↗ ↖ . You may use the coins more than once. There are at least ten answers.



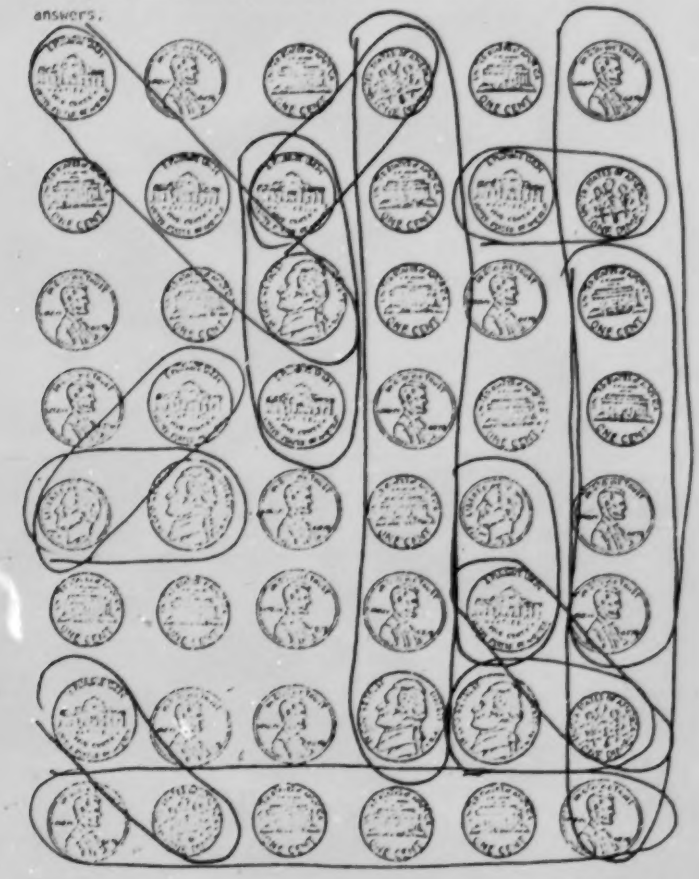
Activity 14: Fifteen Cent Search (worksheet and pencil)

This activity is completed by having students circle all of the combinations that equal fifteen cents. A key is shown below.

Activity #14
Fifteen Cent Search

Name key

DIRECTIONS: Find the coins that will add up to 15¢. They may go ↑ → ↗ ↖
You may use the coins more than once. There are at least fifteen answers.



Activity 15: Money in Your Pocket (worksheet and pencil)

The student is to count the money in each pocket and write the amount on the line. A key is shown below.

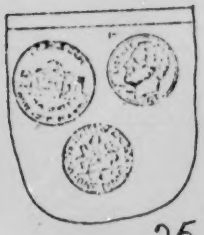
Activity #15
Money in Your Pocket

Name key

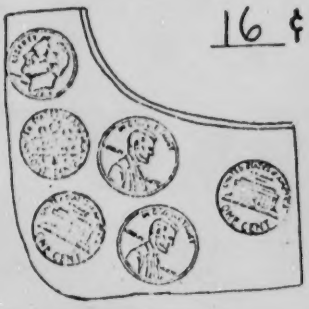
DIRECTIONS: Count the money in the pockets. Write the amount for pocket on the line below the pocket.

16¢

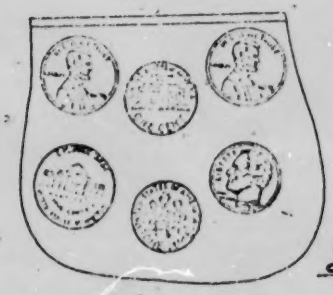
16¢



25¢



24¢



28¢

15¢

Activity 16: Puzzles (tagboard, scissors, envelopes)

Use the puzzle sheets from the appendix to make puzzles for students to use. Glue the sheets to tagboard. Cut apart on the lines. Place pieces in an envelope. There are two puzzles in the appendix. You may wish to make more of your own.

Activity 17: Money Match (tagboard, scissors, glue, envelope)

Use the Money Match sheets from the appendix to make this activity for students to use. Glue the sheets to tagboard. Cut apart on the lines. Put the pieces into an envelope. Write the directions for the activity on the envelope. Directions: Lay the larger cards on the table before you, face up. Find the correct amounts to match on the small cards. You will need to count the money on the larger cards to complete this exercise.

Students will need to take the post-test following these activities. A copy of the key to the post test is found on the following page.

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How Much "Cents" Does Your Money Make?

Post-test

Name key Date _____

Match the coins below with the word that names each one. Write the letter that names the coin in the space beside the coin.

1. a

2. c

3. b

a. penny
b. dime
c. nickel
d. quarter

Here are some coins. How much is each coin worth? Write the value of each coin on the line beside the coin.

4. 10¢, $.10, or ten cents

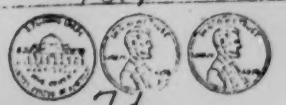
5. 5¢, $.05, or five cents

6. 1¢, $.01, or one cent

How Much "Cents" Does Your Money Make? (Post-test Cont.)

Count the change in each row below. Write the amount of money that is shown on the line below the coins.

7.
42¢

8. 
7¢

9.
17¢

10.
27¢

## USING QUEST ACTIVITIES

Quest activities are designed to take students beyond the scope of the capsule. They are not required. They should be completed after the student has taken the post-test.

The quest activity for this capsule is the Toss and Count Cube Game. In order to complete the activity for students' use, remove the Toss and Count Cube sheet from the appendix. Follow the directions at the top of the page to make the game.

# APPENDIX

This appendix contains copies of all worksheets and assessments. These copies may be used to make your own classroom quantity copies. To use, unstaple the sides of the teacher's guide and remove the worksheet and assessment pages. Restaple the remaining pages of the teacher's guide.

RECORD SHEET

Name _____ Date Begun _____

Pre-test Score _____ Post-test Score _____

Mark the date that each activity is finished. Put "x" beside each activity that students should complete.

| | X | date comp. | comments |
|---|---|---|---|
| Review Activity #1 | | | |
| Review Activity #2 | | | |
| Review Activity #3 | | | |
| Review Activity #4 | | | |
| Review Activity #5 | | | |
| Review Activity #6 | | | |
| Review Activity #7 | | | |
| Review Activity #8 | | | |

**********

| Worksheet #9 | X | date comp. | comments |
|---|---|---|---|
| Activity #10 | | | |
| Activity #11 | | | |
| Activity #12 | | | |
| Activity #13 | | | |
| Activity #14 | | | |
| Activity #15 | | | |
| Activity #16 | | | |
| Activity #17 | | | |

**********

Quest Activity _____

Review Activity #1. Copy or mount on oaktag and cut apart. Code each set on the back with a sticker or a mark to show which cards go together.

| 1¢ | 5¢ | 10¢ |
|---|---|---|
| $.01 | $.05 | $.10 |
| one cent | five cents | ten cents |
| penny | nickel | dime |
| | | |
| | | |

Review Activity #2
How Much Is a Nickel?

Name _____

Materials needed: pencil, nickel, and a penny

DIRECTIONS: Draw the number of coins needed to make five cents. Use the coin shown in the box at the left and draw around it. Write the value of each coin in the circle that you drew.

| | |
|---|---|
| | =5¢ |
| | =5¢ |

Review Activity #3 Name _____

How Much Is a Dime?

Materials needed: pencil, nickel, dime and a penny

DIRECTIONS: Draw the number of coins needed to make ten cents. Use the coin shown in the box at the left and draw around it. Write the value of each coin in the circle that you drew.

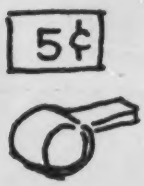
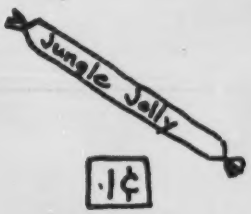
| | |
|---|---|
| | =10¢ |
| | =10¢ |
| | =10¢ |

**Review Activity #4**
**Which Will it Buy?**

Name _____

**Materials needed:** scissors, glue

Cut of the strips at the bottom of the page and paste the strips in the correct box to show the same amounts.

| | | |
|---|---|---|
|   |   | |
| | | |

one penny | two nickels | ten pennies

one nickel | five pennies | one dime

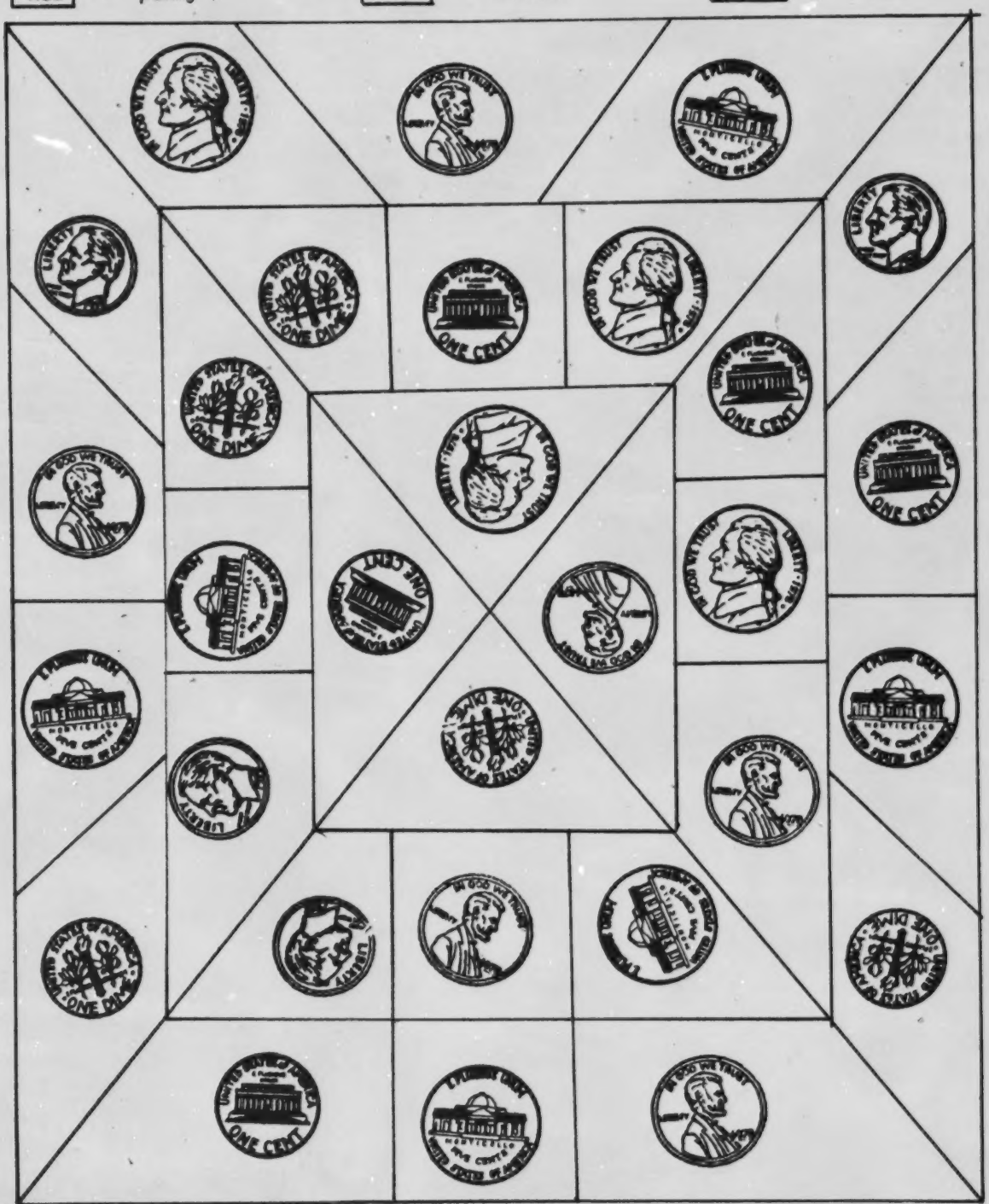
five pennies and 1 nickel

Review Activity #5 Name _____

Money Patterns 1

DIRECTIONS: Use the following key to color in the spaces.

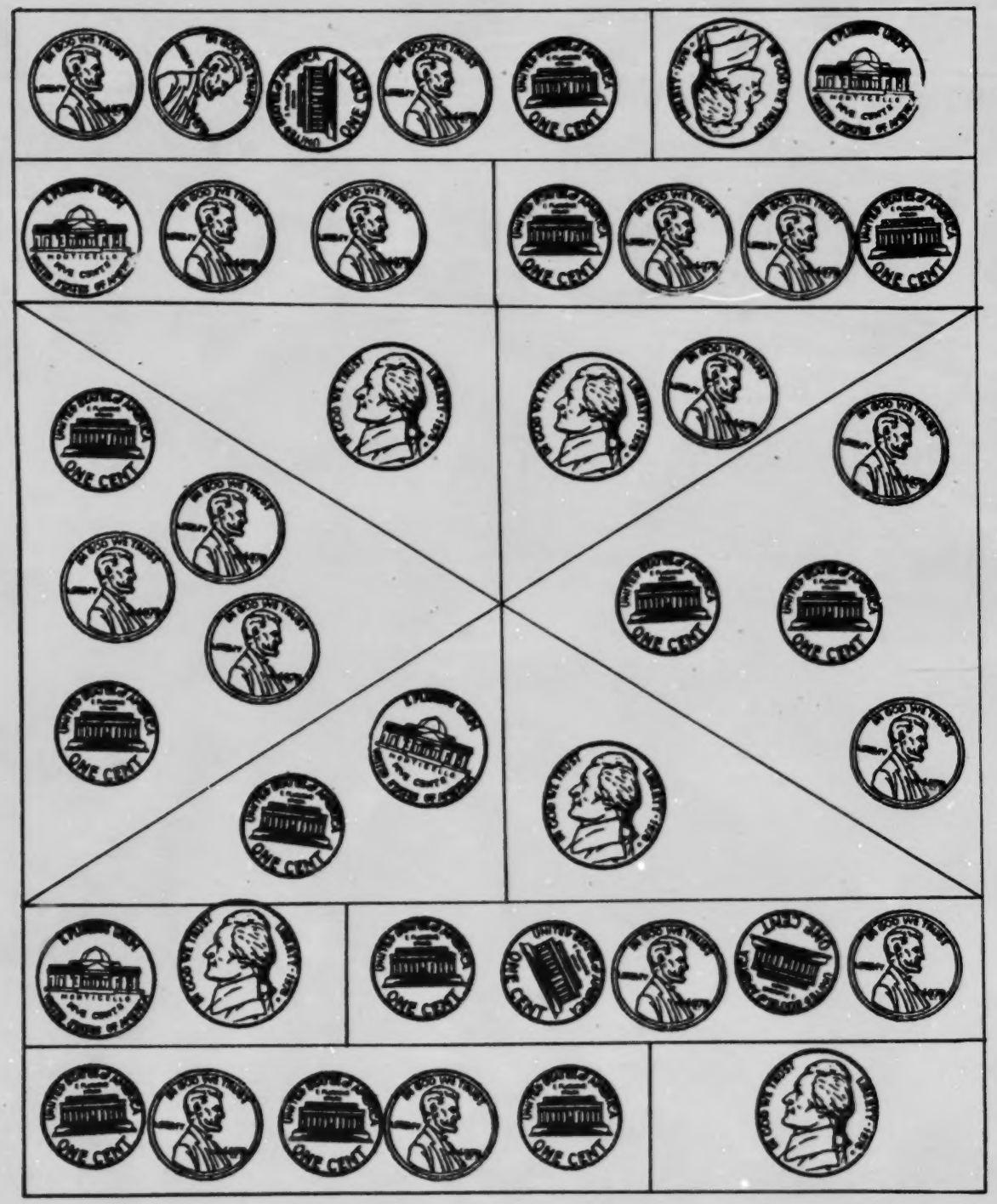
Red = penny Blue = nickel Green = dime



Review Activity #6 Name _____

Money Patterns 2

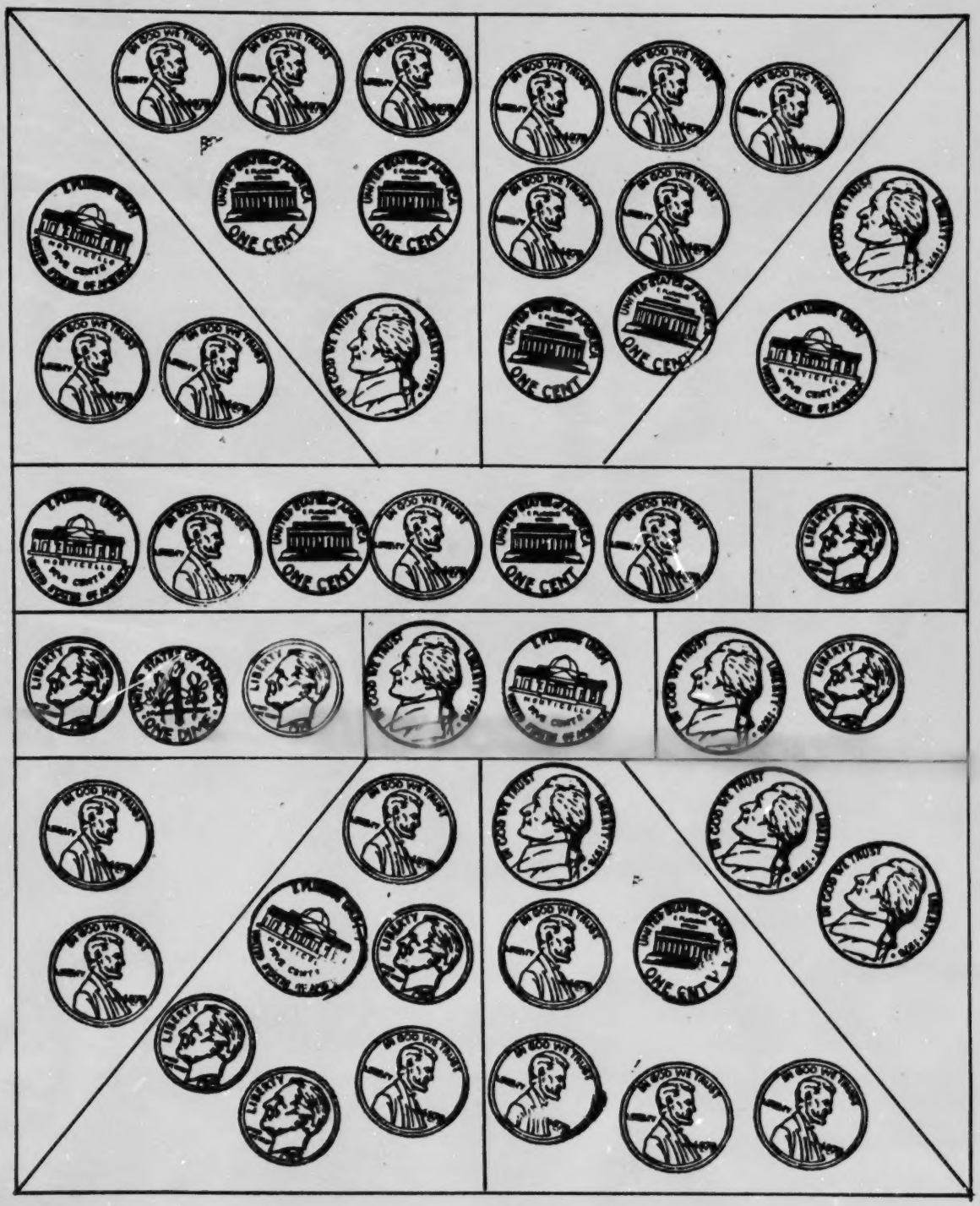
DIRECTIONS: Color all of the spaces that show the value of a nickel.



Review Activity #7 Name _____

Money Patterns 3

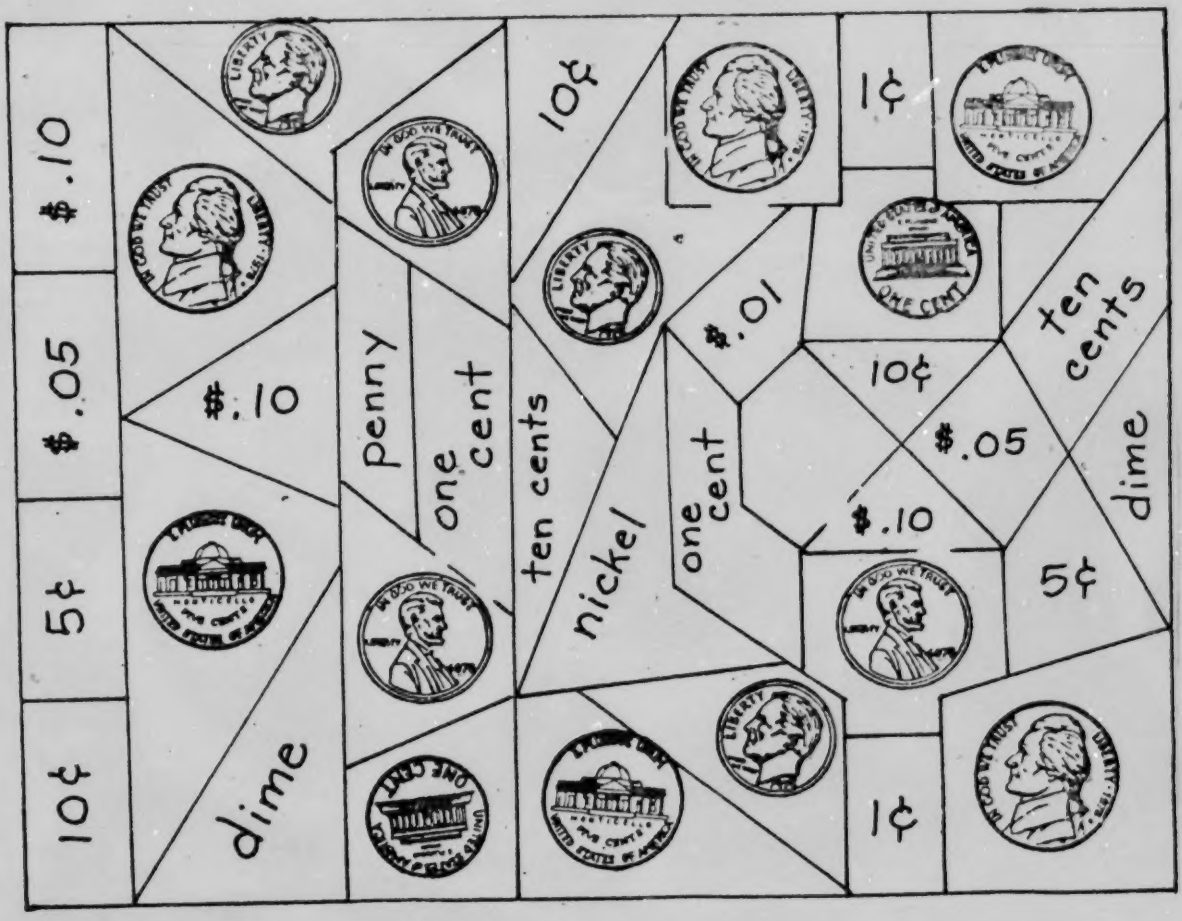
DIRECTIONS: Color in all the spaces that show the value of a dime.



Self Check #1 Name _____

Do You Know Your Cents?

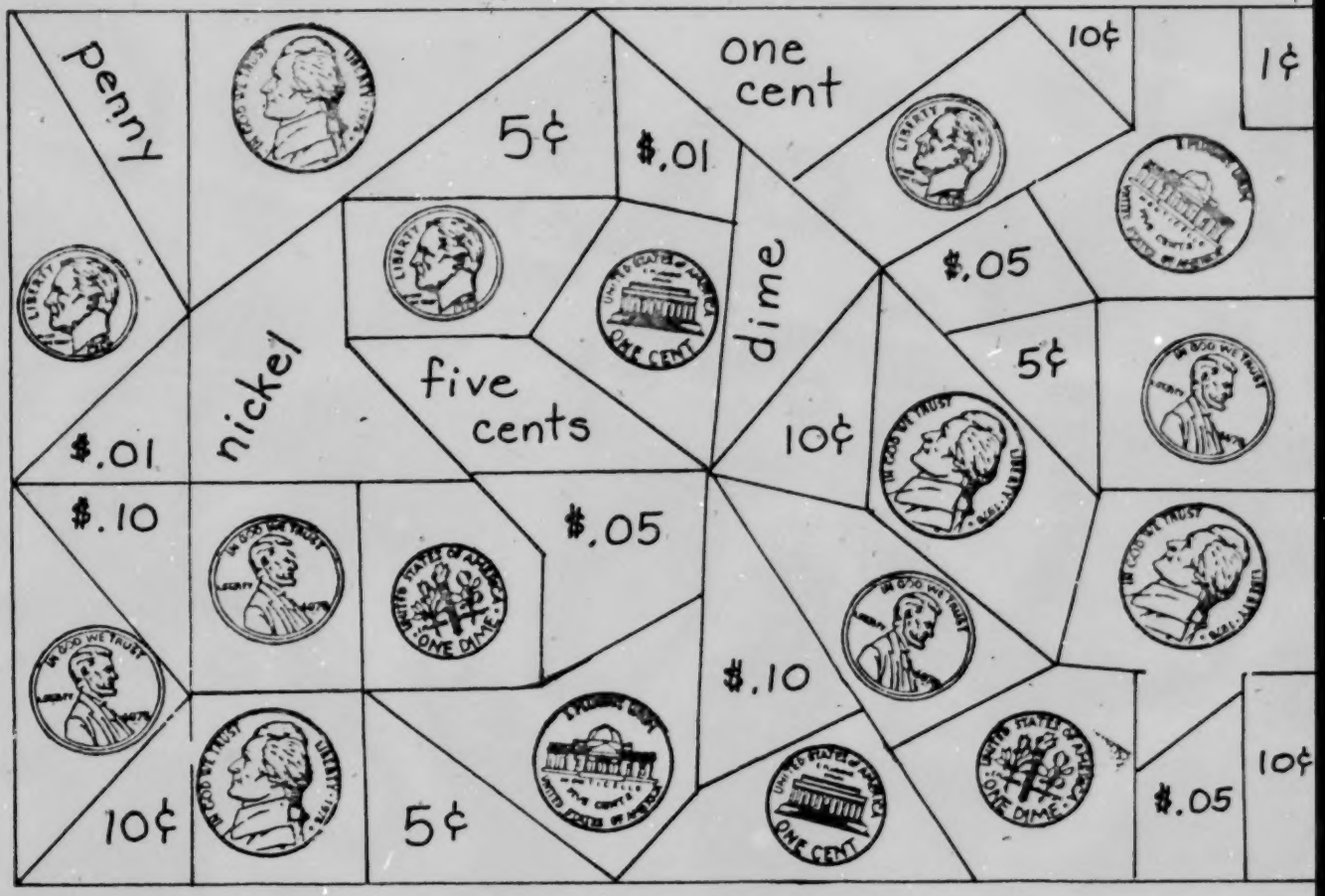
DIRECTIONS: Color brown all the shapes that show a penny or its value.



Self Check 2 Name _____

Do You Know Your Cents?

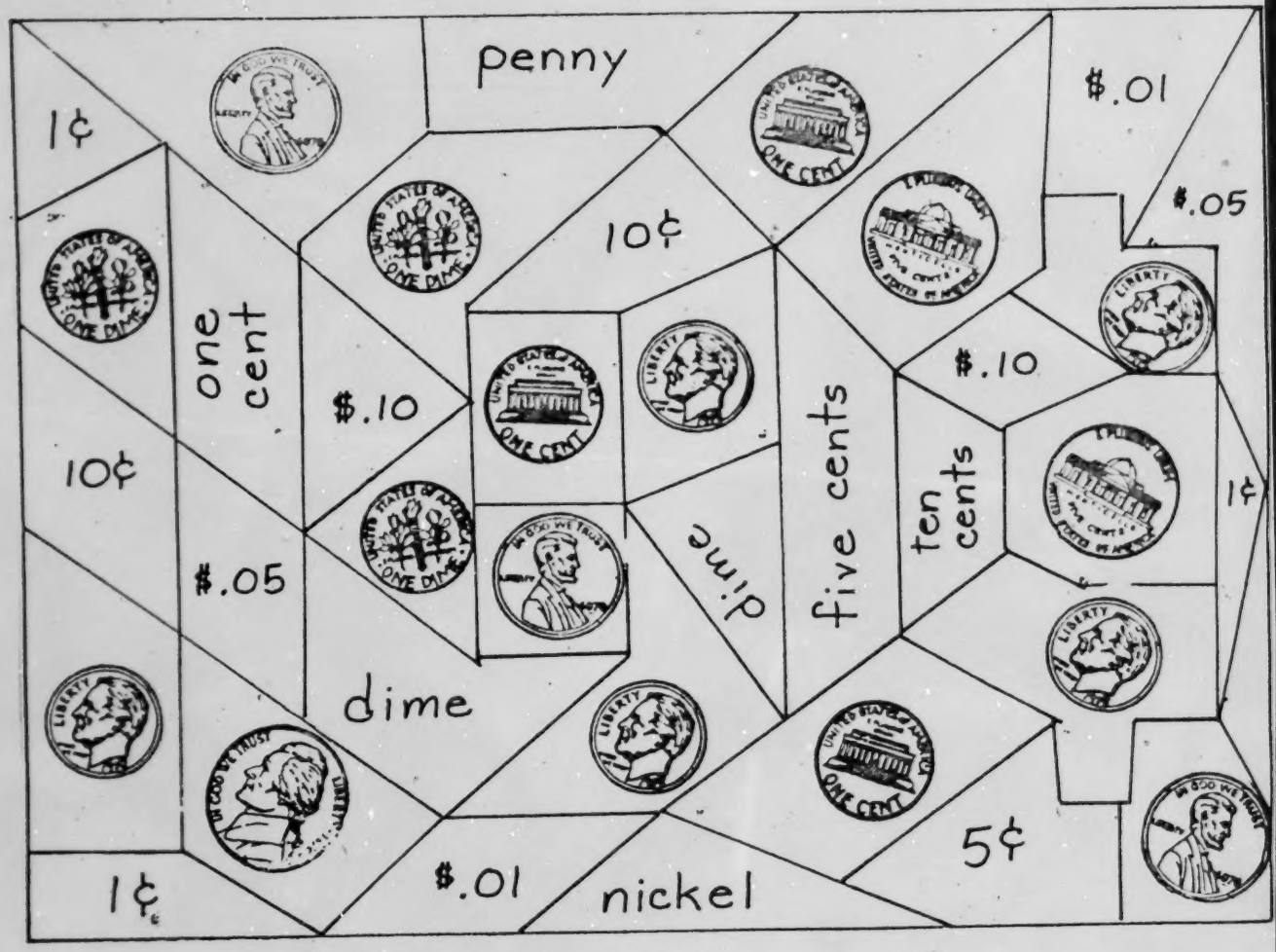
DIRECTIONS: Color red all the shapes that show a nickel or its value.



Self Check 3 Name _____

Do You Know Your Cents?

DIRECTIONS: Color blue all the shapes that show a dime or its value.



How Much "Cents" Does Your Money Make?

Pre-test

Name _____ Date _____

Match the coins below with the word that names each one. Write the letter that names the coin in the space beside the coin.

1. _____

2. _____

3. _____

a. dime

b. cents

c. nickel

d. penny

Here are some coins. Match the coin with its value. Write the letter of the value in the space beside the coin.

4. _____

5. _____

6. _____

a. $.01

b. 10¢

c. a dime

d. five cents

How Much "Cents" Does Your Money Make? (Pre-test Cont.)

Count the change in each of the items below. Write the amount of money that is shown on the line below the coins.

7.

_____

8.

_____

9.

_____

10.

_____

Activity #9 Name _____

Worksheet #9

How Many Cents Do I Have?

DIRECTIONS: Count the coins. As you count, write the numbers under the coins on the lines.

___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___

= ____ cents

___ ___ ___ ___ ___

= ____ cents

___ ___ ___ ___ ___ ___ ___

= ____ cents

Activity #10 Name _____

Worksheet #10

Counting Mixed Change

DIRECTIONS: Count the change. As you count, write the numbers on the lines under the coins. When you finish, check you answers by turning the paper upside-down.

___ ___ ___ ___ ___ ____ cents

___ ___ ___ ___ ___ ____ cents

___ ___ ___ ____ cents

___ ___ ___ ___ ___ ___ ____ cents

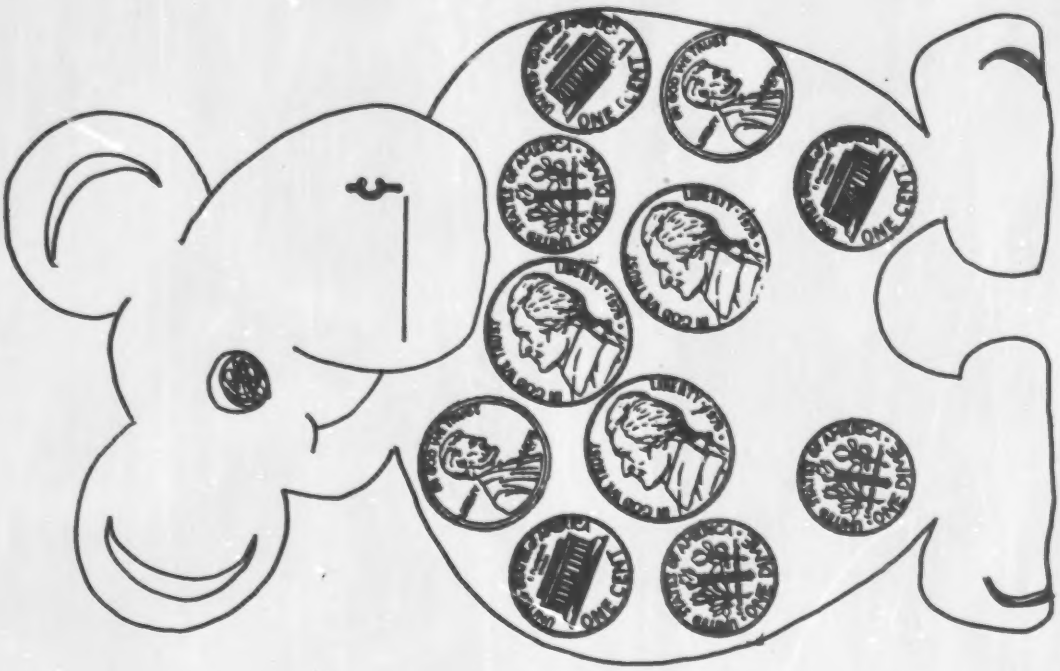
ANSWERS: 22¢, 23¢, 11¢, 27¢

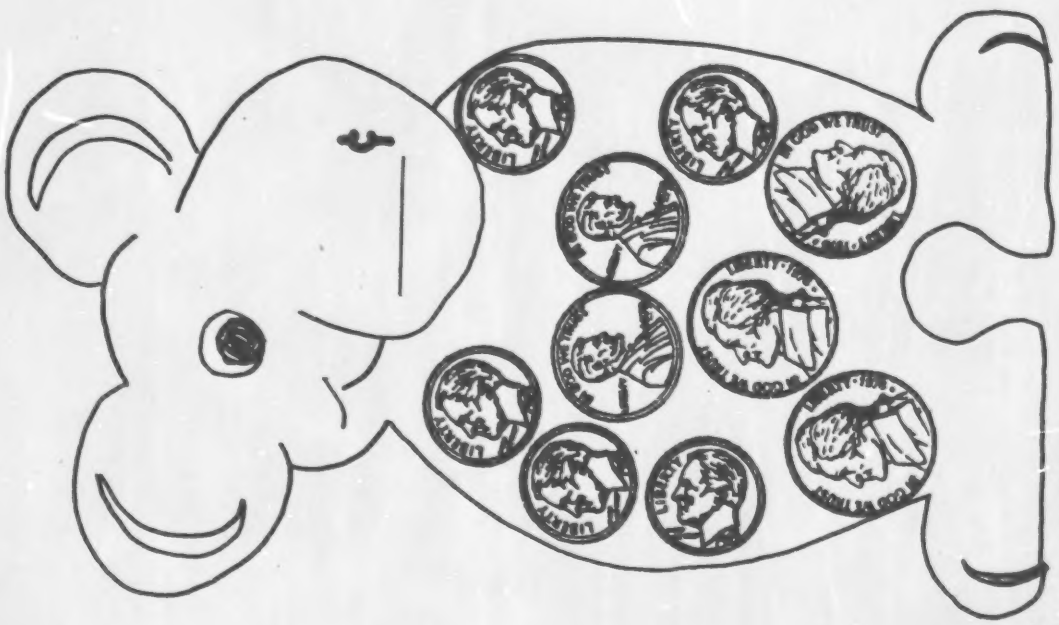
Activity #11

Worksheet #11

Name _____

DIRECTIONS: Count the change in the banks. Write the amount in the animal's nose. Color the bank with the most money.





Activity #12 Name _____

Change Matching

DIRECTIONS: Draw lines to connect the like values.

25¢

20¢

12¢

21¢

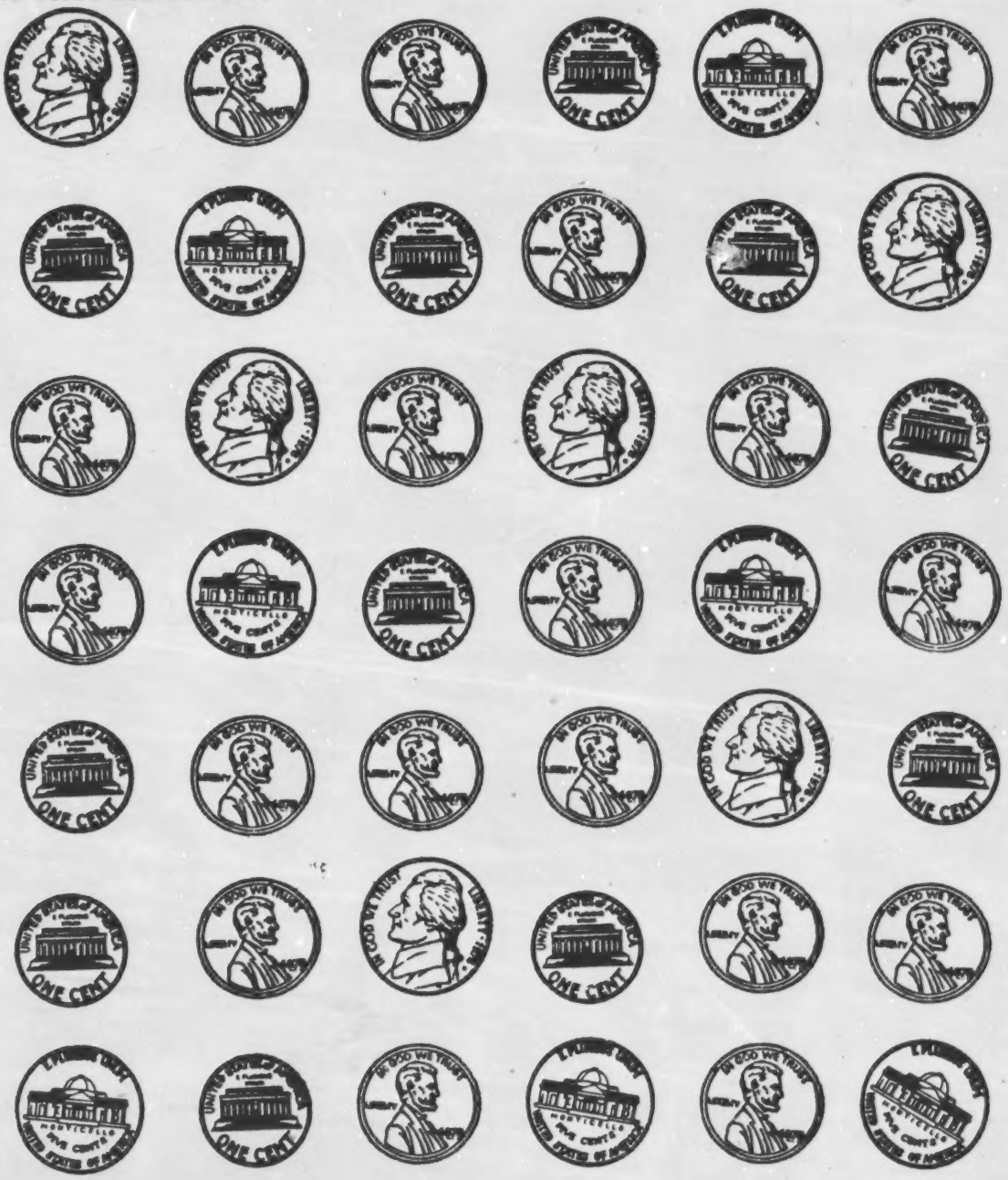
13¢

23¢

Activity #13 Name _____

Ten Cent Search

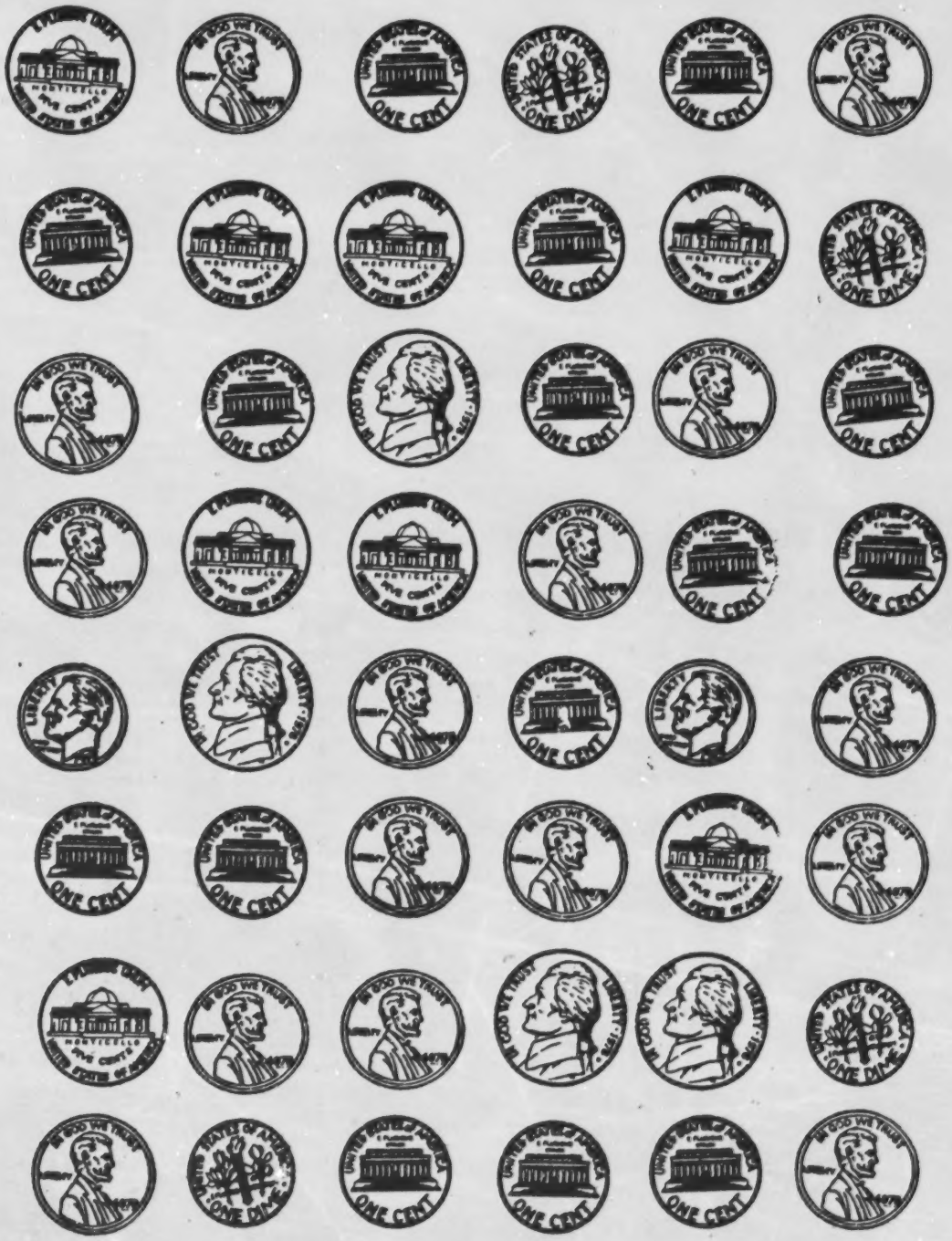
DIRECTIONS: Find the coins that will add up to ten cents. They may go ↑ → ↗ ↖ . You may use the coins more than once. There are at least ten answers.



Activity #14 Name _____

Fifteen Cent Search

DIRECTIONS: Find the coins that will add up to 15¢. They may go ↑ → ↗ ↖. You may use the coins more than once. There are at least fifteen answers.



Activity #15 Name _____

Money in Your Pocket

DIRECTIONS: Count the money in the pockets. Write the amount for each pocket on the line below the pocket.

____¢

____¢

____¢

____¢

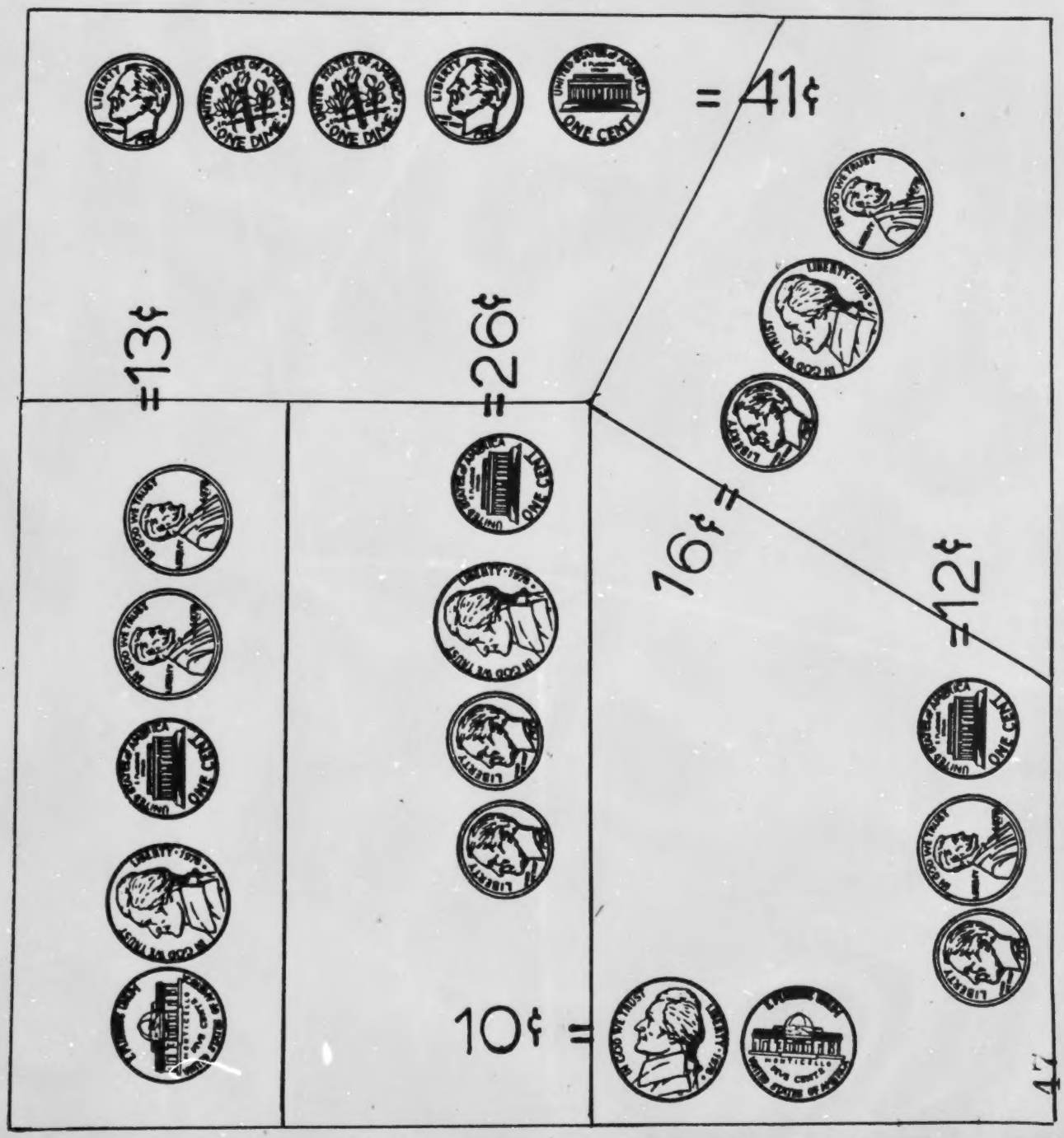
____¢

____¢

48

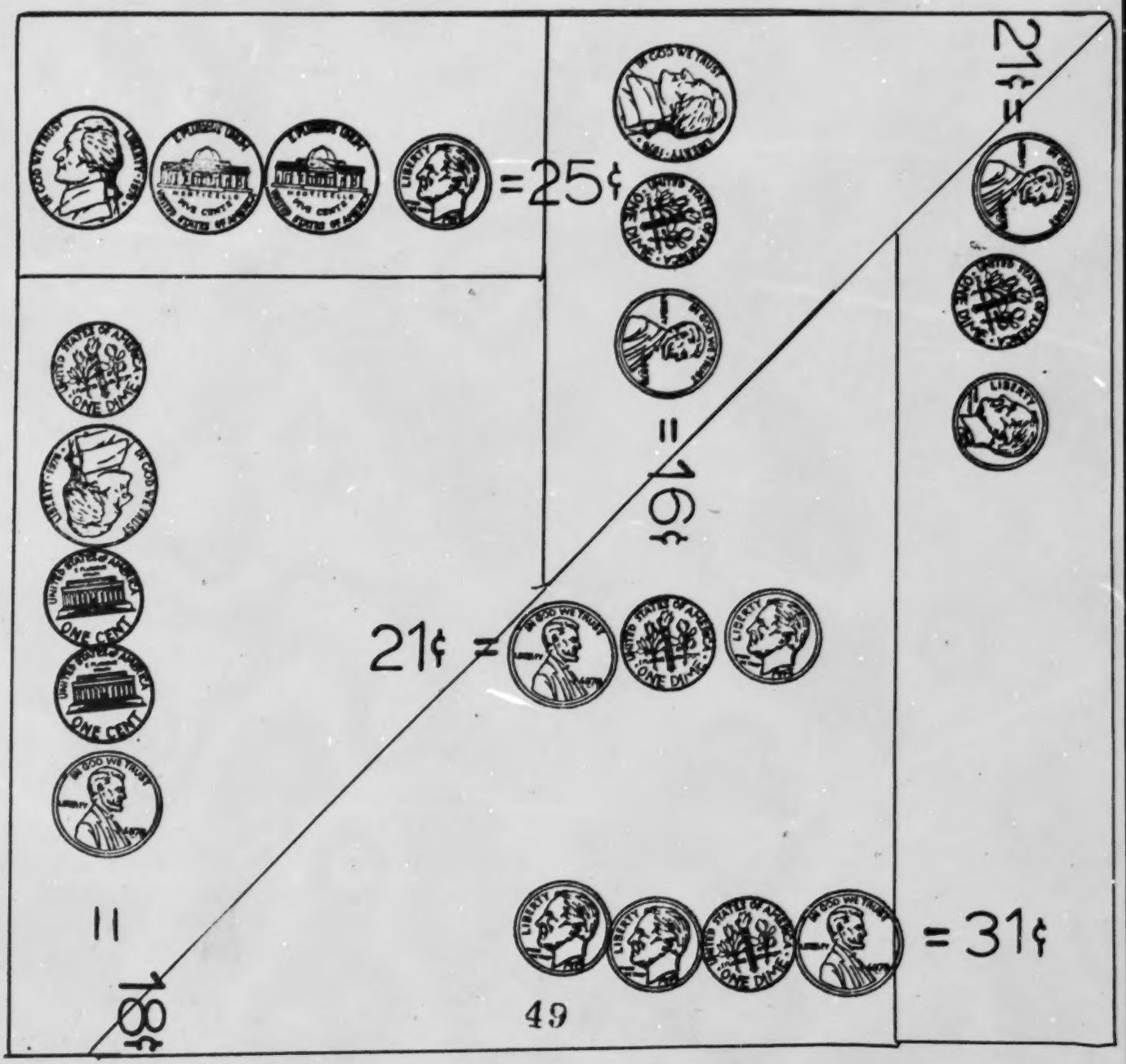
ACTIVITY 16: Puzzles

Cut out the puzzle below. Glue onto tagboard. Cut the pieces apart. Students are to put the puzzle together by matching the coins with the correct amount of money.



ACTIVITY 16: Puzzles

Cut out the puzzle below. Glue onto tagboard. Cut the pieces apart. The pieces may be kept in an envelope. Students are to put the puzzle together by matching the coins with the correct amount of money.



How Much "Cents" Does Your Money Make?

Post-test

Name _____ Date _____

Match the coins below with the word that names each one. Write the letter that names the coin in the space beside the coin.

1. ____

2. ____

3. ____

a. penny

b. dime

c. nickel

d. quarter

Here are some coins. How much is each coin worth? Write the value of each coin on the line beside the coin.

4. _____

5. _____

6. _____

How Much "Cents" Does Your Money Make? (Post-test Cont.)

Count the change in each row below. Write the amount of money that is shown on the line below the coins.

7.

_____

8.

_____

9.

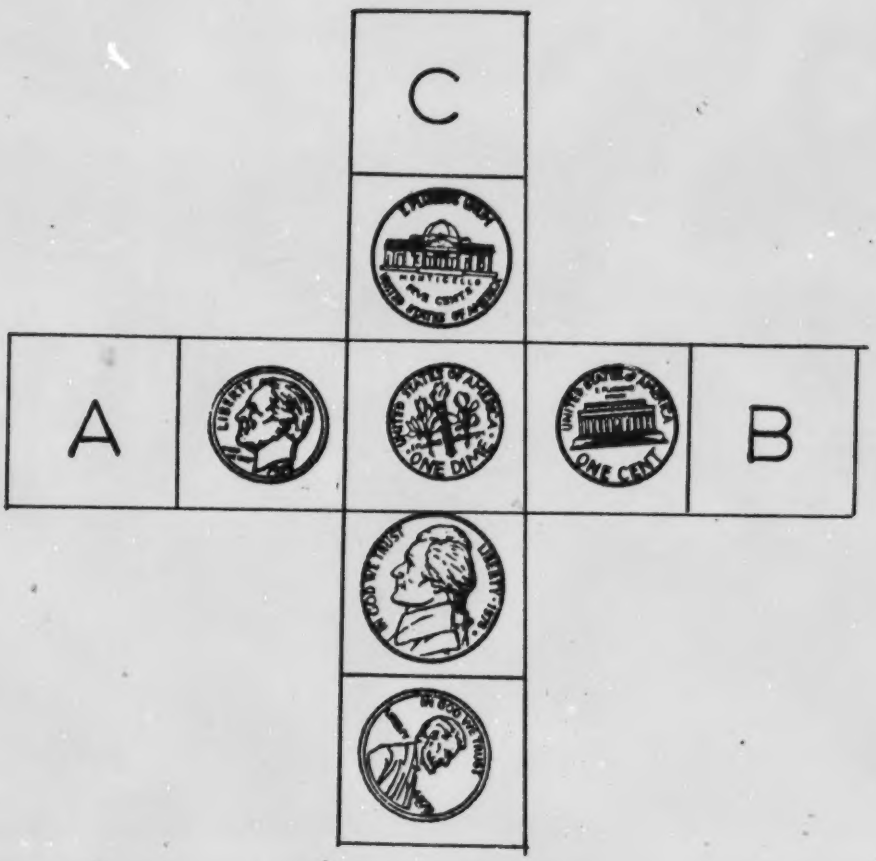
_____

10.

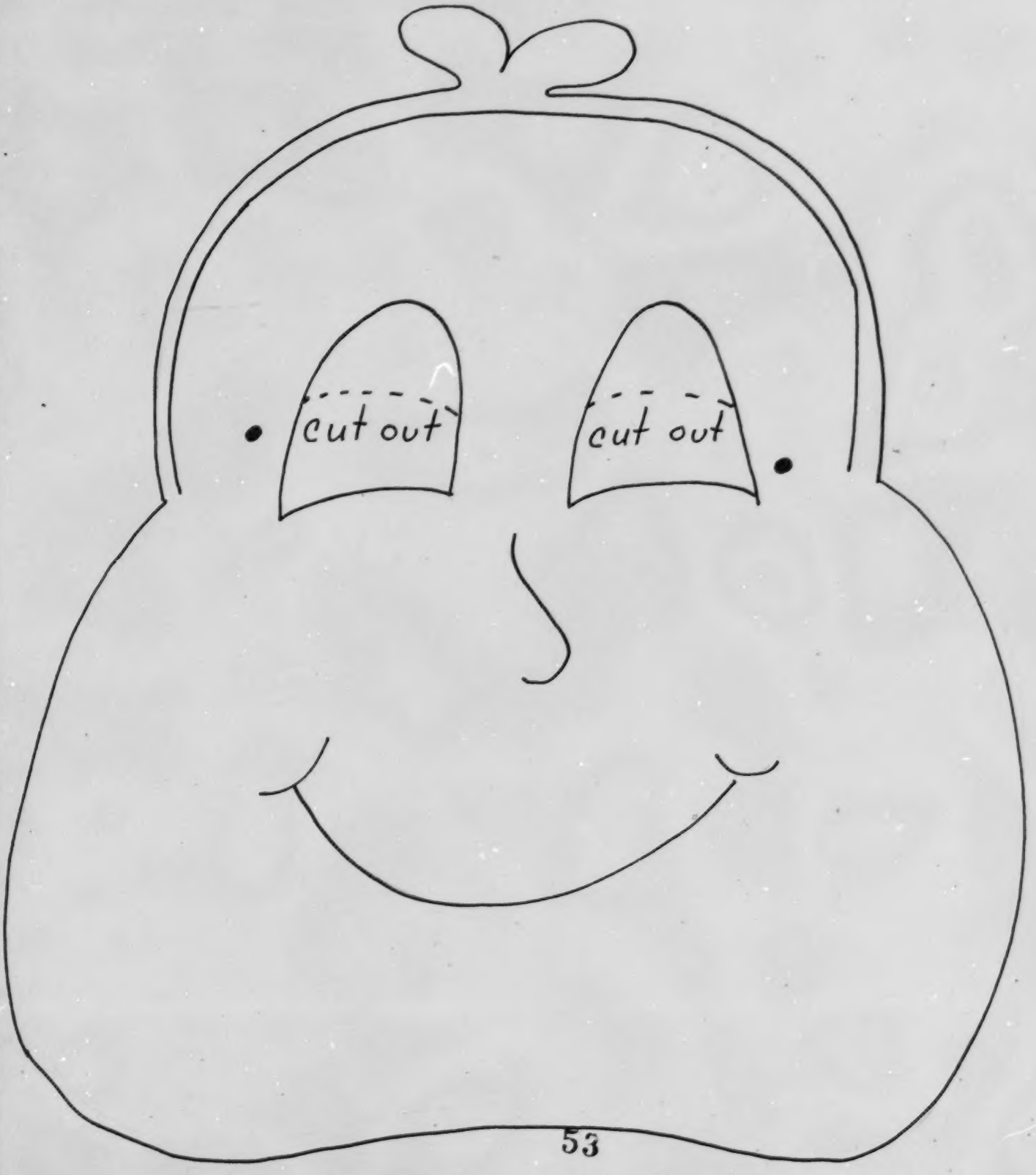
_____

QUEST ACTIVITY: Toss and Count Cube

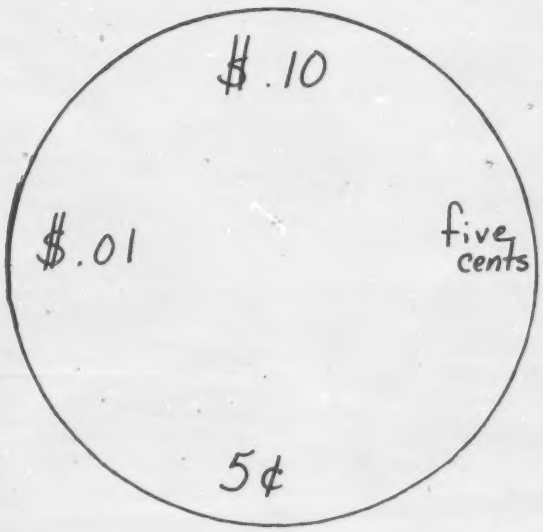
Glue the pattern below onto tagboard. Cut out and glue Tab A to Tab B so that the coins are facing out. Glue Tab C to Tab B. Glue the back side of the tab marked with the head of the penny to Tab C to form a cube. You may wish to make other cubes using only dimes and nickels.

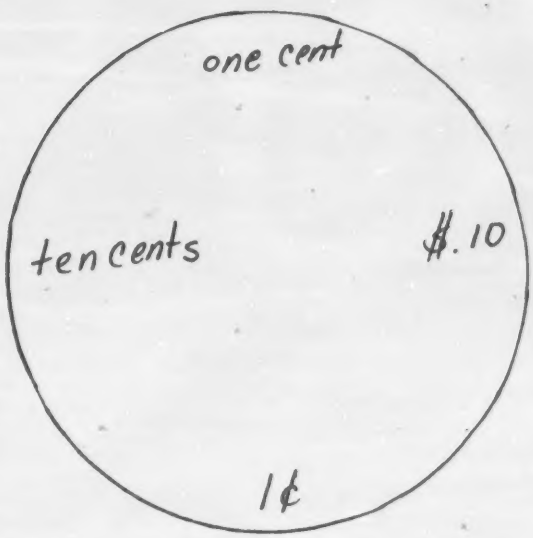


Activity #8: Percy's Eyes for Money



Activity #8: Percy's Eyes for Money





Activity 17: Money Match

| | |
|---|---|
| = | 21¢ |
| | 27¢ |
| | 35¢ |
| = | 38¢ |
| | 26¢ |
| = | 39¢ |
| | 75¢ |

Activity 17: Money Match

=

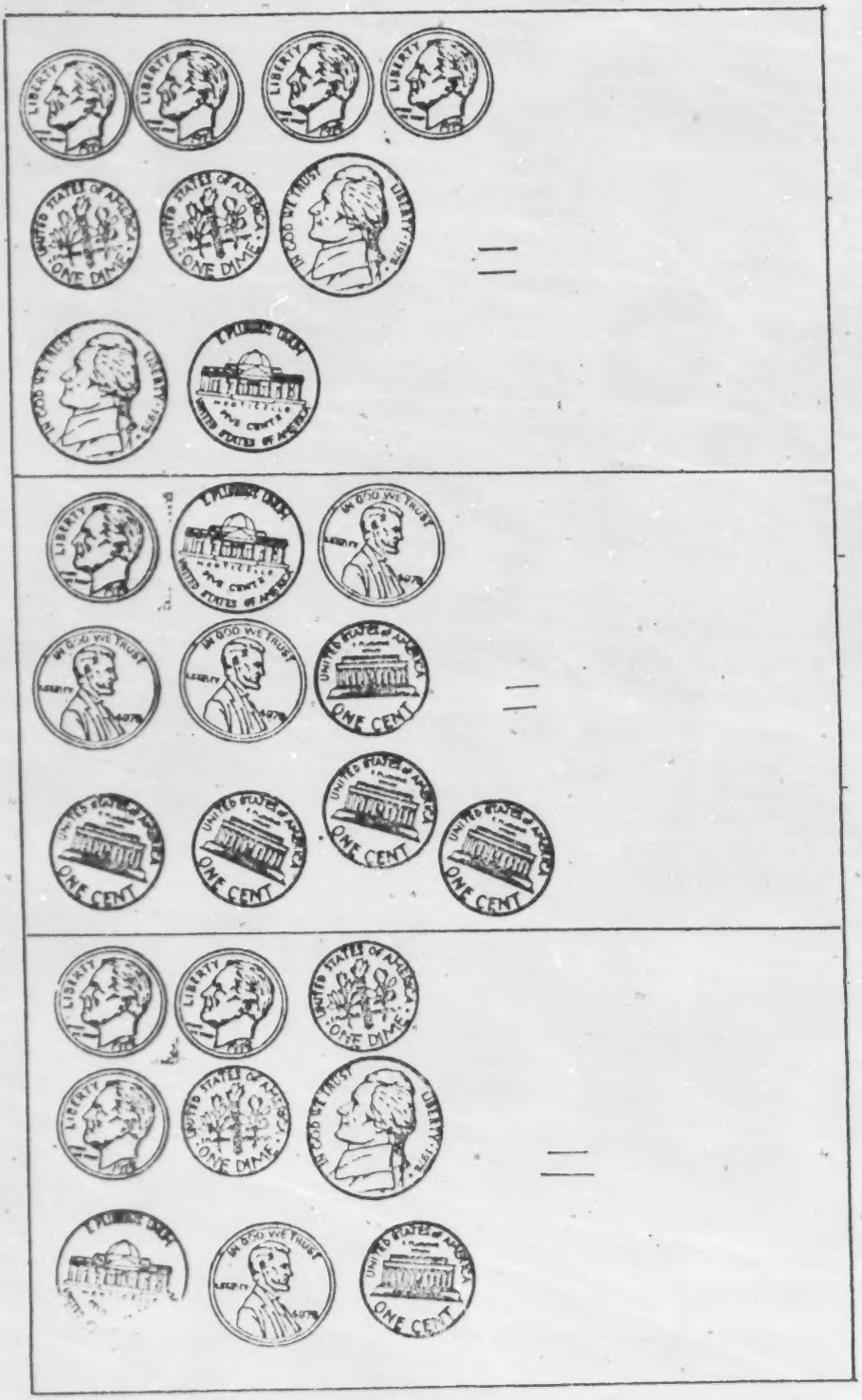
23¢

62¢

=

=

Activity 17: Money Match



# How Much "Cents" Does Your Money Make?

## Percy Purse

Written by
Dee Shell
Cynthia Estes, Consultant
for
Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

Hi there!
I am Percy Purse
and this is a
capsule.

What is
a capsule?

A capsule is a
package of fun-filled
activities that you do
by yourself and learn!

In our money system we have many coins. They all have a special name and stand for a certain number of cents. We can put them together, mix them up, save them or spend them.

Each coin has a value of its own. It can be put with other coins to have another value.

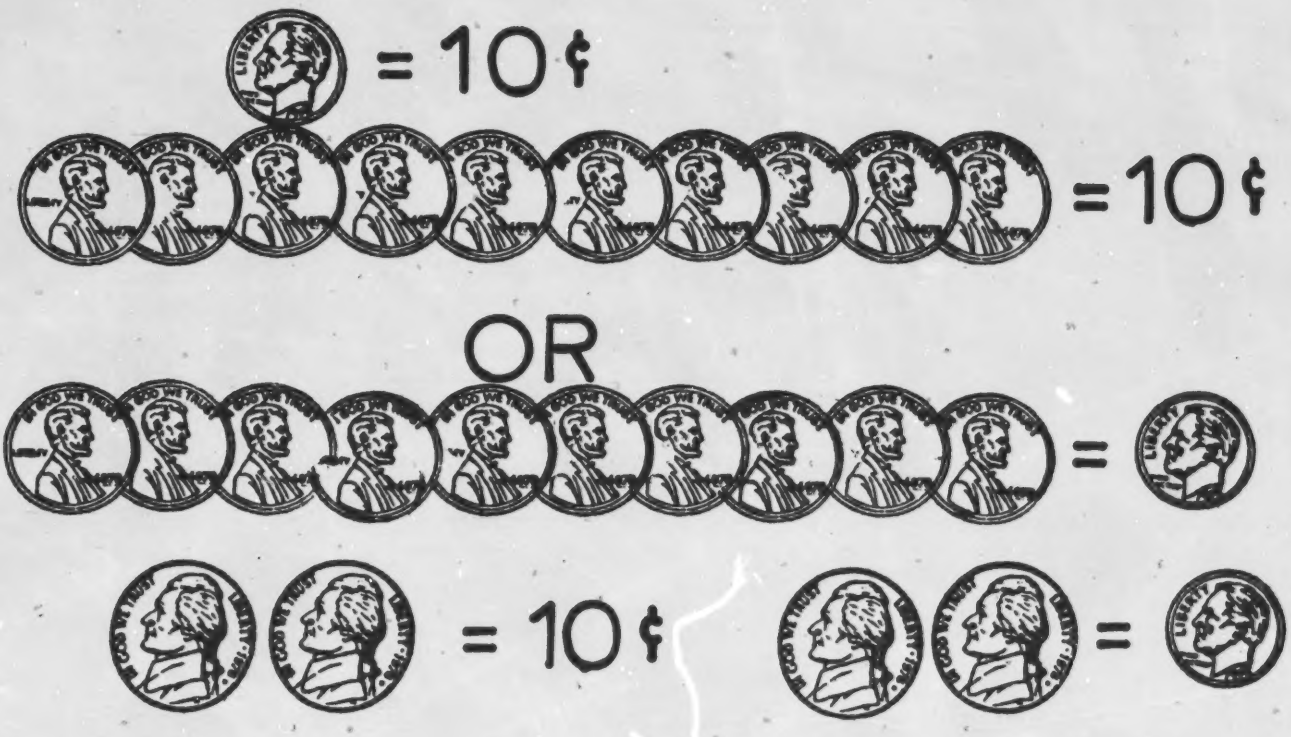
=1¢

= 5¢

=5¢

OR

We can do the same thing with the dime.




Sound a little confusing to you? Well, it probably is now, but it won't be for long. As you work through this capsule, you will learn the value of the different coins and how much money you have when you put them together. This isn't easy. You will have to listen well and be sure to follow directions very carefully.

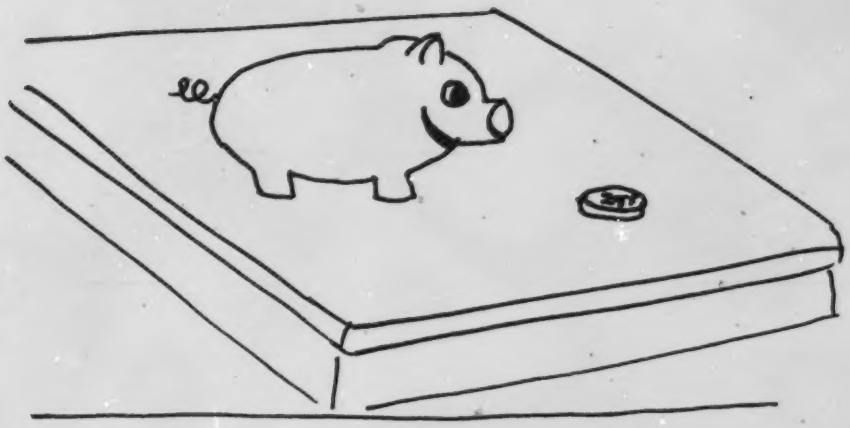
Money is a very important part of your life. Just listen to the story about the children in one neighborhood and see how important money was to them.

Go to the tape player. Listen to the story as you read along in this capsule for the next few pages. Ready to begin? Turn on the tape player and let's get started.

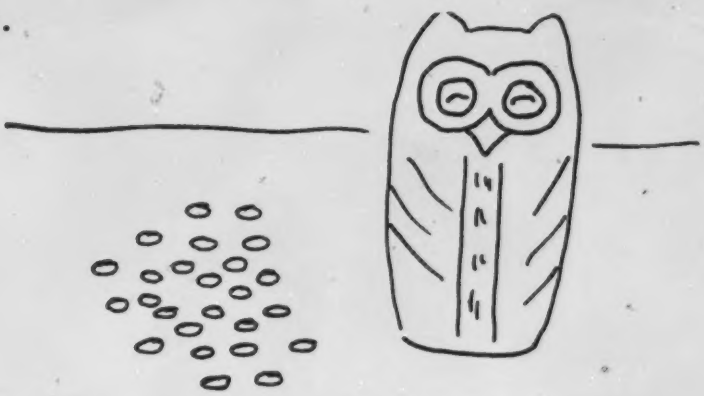
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

One day Archie's Store had a sale on all day suckers. That day you could buy a sucker for twenty-five cents. All the children ran home to check their banks and loose change.

Andy found a quarter in his bank.

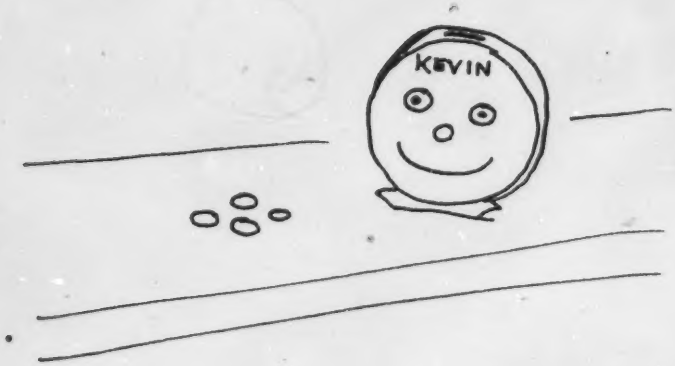


Erin found several pennies in her bank and cried. She wanted a quarter.

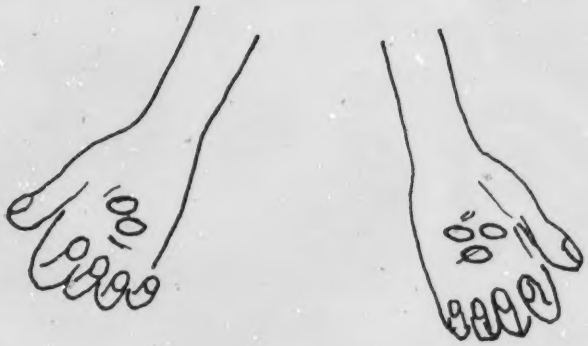


Andy calmed his sister and said, "Don't cry, Erin. Let's count your pennies. Twenty-five pennies are the same as a quarter." They counted the pennies, and sure enough, Erin had twenty-five pennies.

Dusty found 2 dimes and a nickel.

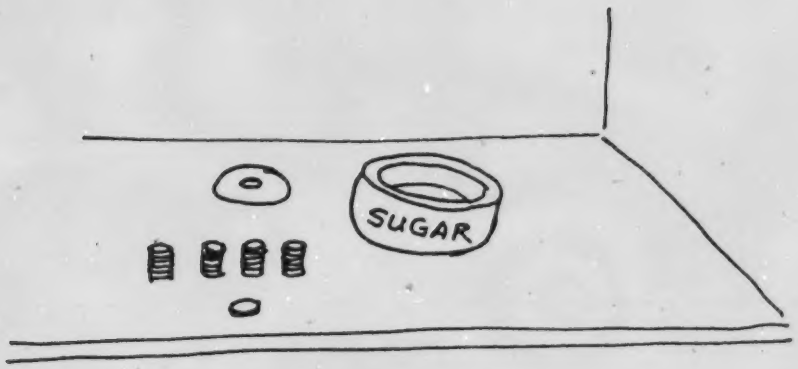



Kevin had 1 dime and 3 nickels in his bank.

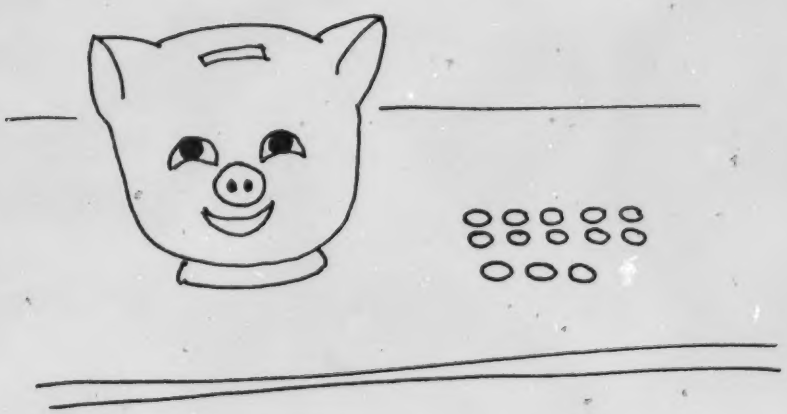


Brian had 5 nickels.

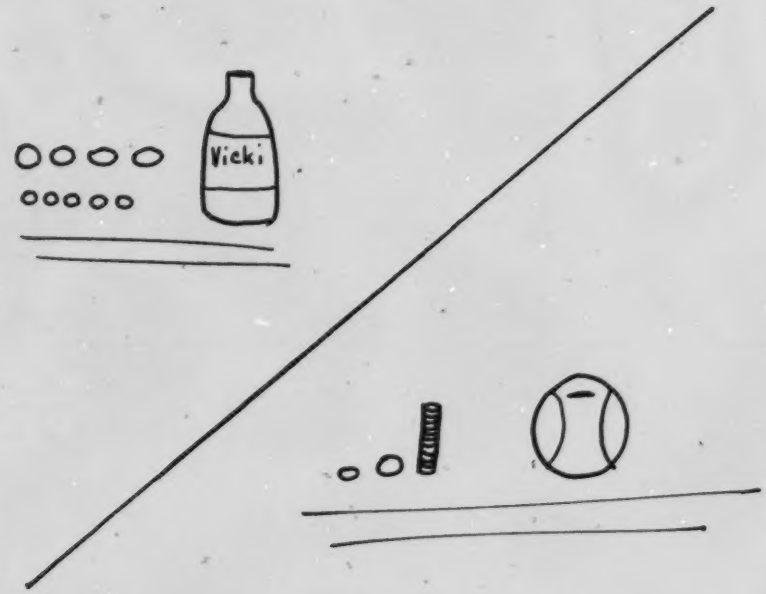
Jim counted 1 dime and 15 pennies.




Mike found 20 pennies and 1 nickel.



Stefanie had 10 pennies and 3 nickels.




Vicki had 4 nickels and 5 pennies. Jennie had 1 dime, 1 nickel and 10 pennies.

Misty had 2 dimes and 5 pennies. Karrie had 2 nickels and 15 pennies

They all had coins to make 25 cents or 1 quarter. All the children in the neighborhood were happy that day because they were able to take advantage of the all day sucker sale.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

Turn the tape player off. Then turn the page for something important.

Now, don't you agree that money is important? It is very important that you are able to handle money. That is, you should know how to count money so that you will always know how much you have.

Work through the review activities now to help you remember what you may already know. When you have finished the first four review activities, you will be ready to take the pre-test. The pre-test will help you find out what you already know and what you need to learn.

But enough talk. It is time to work the review activities. Remember to think hard. Read the directions very carefully.

REVIEW ACTIVITIES

1. See your teacher for Review Activity #1, Match-up. When you finish go on to Review Activity #2.

2. For Review Activity #2 you will need the worksheet from your teacher, a pencil and two coins--a nickel and a penny. When you finish, give your paper to your teacher and go on to Review Activity #3.

3. For Review Activity #3 you will need a worksheet, a pencil and three coins--a penny, a nickel and a dime. When you finish, give your paper to your teacher and go on to Review Activity #4.

4. For Review Activity #4 you will need the worksheet from your teacher, a pair of scissors and glue. When you finish, give your paper to your teacher. Then get a pre-test from your teacher.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

STOP!!! Do not do these activites unless you are told to do so by your teacher.

5. Do Money Patterns #5. You will need a worksheet from your teacher and your crayons. Show your paper to your teacher when you have finished.

6. Do Money Patterns #6. You will need a worksheet and your crayons. Follow the directions on the worksheet. Show your paper to your teacher when you have finished.

7. Do Money Patterns #7. You will need a worksheet and your crayons. Show your paper to your teacher when you finish.

8. Get Percy's Eyes for Money from your teacher. Turn the wheels in Percy's eyes so that the two eyes have equal amounts.

# Section Two

In this section you will be counting coins. There are two ways to count coins--count the number of coins you have or count the value of the coins you have. We will be counting the value of the coins.

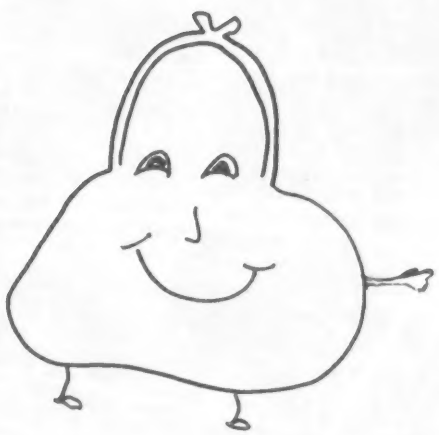
When we count the value of the coins, we are adding the value of each of the coins to find out how much money we have.

You learned to count when you were very young. You counted 1...2...3...4... and so on. Then a little later you learned to count in groups of five. You then counted 5...10...15...20...25...The next step was to count by tens. You then counted 10...20...30...40...50...You will need to use all of these ways of counting when you count coins. Sometimes you will need to mix up the ways that you count.

We will not call this counting coins any more. We will call it counting change.

Counting change is not easy. That is because it is always changing. To be able to count change well, you will need lots of practice. After you have gone through the first few activities to learn how to count change, you will need to practice counting change every time you get a chance. Count the change in Mom's purse (with her permission of course). Count the change in Dad's pocket. If you have some change of your own, count it. Count the change that you might have in your bank. Keep your eyes open. You will find change to count everywhere.

Now let's move on to the counting activities so that you will be ready to count change.



When counting pennies, count by ones. If you have 6 pennies, you would count them like this:

1 2 3 4 5 6

Six pennies together would be 6 cents.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

When counting nickels, count by fives. If you have 3 nickels, you would count it like this:

5 10 15

Three nickels would be 15 cents.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

When counting dimes, count by tens. If you have 5 dimes you would count like this:

10 20 30 40 50

Five dimes are 50 cents.

TRY OUT TIME!! Get Worksheet #9 to see if you understand the counting of pennies, nickels and dimes. When you finish, show your paper to your teacher. Then you will be ready to learn more.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

When you are working with money, many times you will have a mixture of coins. Counting these coins is different. Always start counting with the coins that have the most value. When you have nickels and pennies, count the nickels first. When you have dimes and nickels, start with the dimes. When you have dimes, nickels and pennies, start counting with dimes.

For example:

5 10 11 12 (12 cents)

10 20 30 35 (35 cents)

10 20 25 26 (26 cents)

Do Activities 10 and 11.

10. Now you count some. Get Worksheet #10 from your teacher. Count the change on this page. When you finish check your work. Give your paper to your teacher.

11. Get Worksheet #11 from your teacher. You can count the change in the banks. When you finish, give your paper to your teacher.

Choose five of the next activities to do. As you finish each activity, give it to your teacher.

12. Get Worksheet #12 from your teacher. When you finish you will know how well you can count change.

13. Activity 13 is a coin search. You will need the worksheet from your teacher and a pencil.

14. Activity 14 is also a coin search. Get the worksheet from your teacher. Use your pencil to find the correct coins.

15. Count the money in the pockets on Worksheet #15. Use your pencil to write the answers.

16. Work one of the puzzles that your teacher has.

17. Play Money Match. The directions for playing are on the outside of the envelope. Get the game from your teacher.

Now that you have finished the activities, get the post-test from your teacher. After you finish the test, you may do the Quest activity if you wish.

# QUEST ACTIVITY

## Toss and Count

The object of this activity is to see how well you can count money that is all mixed up.

You will need the coin cube and pencil and paper.

Roll the cube and count the coins that are on top. They will appear all mixed up. That is, the largest coin may not appear first.

Count the coins as you roll each time. Use paper and pencil to help you add or keep track of the amount you have counted.

Play this game by yourself or with a friend. If you are playing with a friend, you might decide before you begin how many rolls each person will get. You can see which person has the most money when the rolls are finished.